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ABSTRACT

More than 5,000 students, faculty, and administrative staff working as individuals and as team members to develop the potential of women are involved in this program, which serves women with educational backgrounds from the high school dropout to the postdoctoral level. The program is reviewed in terms of its counseling services, academic credit and noncredit courses, career-oriented certificate programs, financial aid, employment referrals and services, administrative structure, staff development, master of arts program in women studies, and public relations. Demographic information about the students is included, with both 1969 and 1973 follow-up studies reported. An outlook for the future is presented. (LBH)

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DEVELOPMENT AND ADMINISTRATION OF CONTINUING EDUCATION FOR WOMEN 1964-1974

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DEVELOPMENT AND ADMINISTRATION
of
CONTINUING EDUCATION FOR WOMEN
1964 - 1974

by

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INTRODUCTION

Continuing Education for Women at The George Washington University (1964 to 1974) is a report of more than 5,000 students, faculty, and administrative staff working as individuals and as team members to develop the potential of women. This Continuing Education for Women Center, one of the largest and most comprehensive programs existing in the United States today, serves women with educational backgrounds from the high school dropout to the postdoctoral level. The initiation, development, and expansion of Continuing Education for Women was accomplished at this private, independent, coeducational University without the benefit of Federal or foundation financing. Utilizing the structure within the University, the community's resources, prior research on adult women as students, and the synergetic effect of committed administrators, counselors, professors, staff assistants, and students resulted in innovative programs to meet the needs of women.

Innovation, whether it involves ideas, customs or technology, can disrupt those interested in maintaining the status quo. The history of science, art, invention, and education provides many illustrations of resistance to change. The long struggle of American women to achieve acceptance in postsecondary education is an example of resistance of individuals and institutions: the first woman to earn a baccalaureate degree (1841), medical degree (1849), law degree (1870), and graduate degree (1892). The idea of adult women re-entering college was disrupting to traditional educators who thought in terms of college education only for young students, and to adult educators who considered only the educational needs of males interested in career advancement and considered women as miscellaneous students.

Psychological research which pointed out individual differences rather than sex differences in intellectual ability promoted the acceptance of women in college. The following comments reveal attitudes which persisted at the close of the 19th century.

> There is a fundamental pervading difference between men and women which extends to their minds as well as their bodies.[1]
>
> Identical education of the two sexes is a crime before God and humanity that physiology protests against and that experience weeps over.[2]
>
> Women had neither the brains nor the health to stand the rigors of an education.[3]
>
> Overstudy would surely give women brain fever.[4]

Age and its influence on ability to learn have been subjects of psychological inquiry for many years. Thorndike's research on adult learning gave impetus to the adult education movement. His findings pointed out that "Age, in itself, is a minor factor in academic success or failure. Capacities, interest, energy and time are the essentials."[5] Studies of men and women veterans after World War II indicated the superior achievement of adult women students.[6] Recent studies indicate the superior achievement of adult women students in academic programs throughout the United States.[7] Thus, availability of Continuing Education for Women programs with supporting research data on ability and motivation of women is timely. The knowledge explosion and the need for multiple careers for men and women indicate that higher education must serve not only young men and women but provide extensive life-long learning opportunities for adults. The George Washington University has a long record of meeting needs of adults as well as traditional college-age students.[8]

Women were first admitted to The George Washington University in 1884. Clara Bliss Hinds entered the Medical School that year and received her diploma in 1887. The Corcoran Scientific School which later became the School of Engineering and Applied Science admitted women when first opened in 1884. In 1888 Columbian College, the liberal arts college, admitted Mabel Thurston under special regulations and granted her the Bachelor of Arts degree in 1891. After 1888 women were admitted to Columbian College under the same regulations as men. The Teachers' College, later known as the School of Education, admitted women from its beginning in 1907.[9] The University's Law School was the last college to admit women as students. However, a series of events resulted in the Law School having the first alumna of the University. Rejected for admission as a law student at the University's Columbian College of Law, Mrs. Belva Lockwood was admitted and earned her law degree from National University in 1871. When National University merged with The George Washington University Law School in 1954 to become the National Law Center, all past graduates were included in the merger. Belva Lockwood, the first woman admitted to practice law before the United States Supreme Court and a candidate for President of the United States in 1884, posthumously became The George Washington University's first alumna.

Since the initial admission of women as students to the various colleges of the University, women have not been disqualified on the basis of age or marital status. This far-sighted policy encouraged many self-starting adult women to seek undergraduate, graduate, and professional degrees. As a result, numerous women graduates have contributed significantly in education, law, government, business, and community service.

Continuing Education for Women programs, initiated at The George Washington University in 1964, have encouraged increasing numbers of adult women to resume their education. Research undertaken (1960 to 1963) aided in the design of programs of Continuing Education for Women and the establishment of a Center.[10]

At the American Personnel and Guidance Association Convention held in Philadelphia in 1960, Dr. Mary I. Bunting, who was at that time Dean of Douglass College, Rutgers University, and subsequently President of Radcliffe College, discussed the need for married women to continue their education during child-rearing years. As their children became less dependent, women could then devote 25 to 35 years to a life productive for themselves, their families, and society. These ideas supplemented Kate Mueller's book, Educating Women for a Changing World (1954),[11] and the National Manpower Council's publications--Womanpower (1957) and Work in the Lives of Married Women (1958).[12] These books emphasized that formal education is the chief means by which human potential is developed. Thus, the importance of continuing one's education with a life-span approach appeared logical. Medical research had added years to the lives of women, psychological research had confirmed the extent of women's abilities, and industrial research had reduced the hours necessary for household work. Now it seemed timely for education to add significance to these added hours and years by providing opportunities for women to continue their education.

At the time of this American Personnel and Guidance Association Convention (1960) no colleges or universities had launched special programs to meet needs of adult women, but there appeared to be much interest in doing so. Although no special program had been developed for adult women, there were increasing numbers of married women attending classes at The George Washington University. Options of day and evening classes, part-time or full-time schedules, campus and off-campus classes, provided a flexibility needed by women to resume formal education. Also some deans and professors were especially encouraging to women who wished to continue their education.

It appeared that a research study of these women students would be helpful to other women contemplating a return to college. This knowledge would give counselors, professors, and administrators insight into the needs of adult women as students. A survey of related research revealed little information on married women as students. A year's study integrating historical, economic, sociological, and psychological research related to women provided interdisciplinary insights needed to study characteristics, motivation, and problems of 221 married women, ages 30 to 60, who were candidates for undergraduate, graduate, and professional degrees at The George Washington University during Fall Semester 1961. A questionnaire was designed to elicit further information.[13]

Initial problems faced by these women included lack of self-confidence, lack of study skills, and lack of orientation to the University. These problems did not persist for the women in this study. It appeared, however, that there must be many women who hesitate to resume their formal education or who drop out because of their feelings of inadequacy and isolation, or who never begin because of lack of direction.*

The top-ranking reasons given for undertaking degree programs in 1961 were personal growth, enjoyment of learning, and professional growth.[14] This expressed motivation is significant when one considers that the data revealed almost 85 per cent of the group were preparing to enter careers or were already employed. Achieving personal growth through continuing one's education is an important step in the process of career development. This desire for personal growth has often been misinterpreted as indicating that women are not career-oriented.

---

*The subsequent participation of 3,500 women in counseling courses confirmed the widespread lack of self-confidence and self-direction among women.

The study of these 221 women also revealed that continuing one's education provides an opportunity to satisfy needs for trust, autonomy, initiative, achievement, identity, interpersonal relations, generativity, and integrity.[15] Although these needs operate on an unconscious level, the desire to satisfy these needs determines the behavior of individuals. A blocking of need satisfaction impairs the development of potentialities of individuals. Conversely, the satisfaction of these needs promotes and sustains healthy personality development. There are individual differences among adult women in their present need satisfaction. For example, one woman may have a need to feel secure among friends and associates. Another may have a need for achievement as expressed by such statements as, "This grade means more to me than any money I ever made." Still another may indicate that continuing her own education promotes greater empathy with teenage sons and daughters. And some women recognize that through their academic pursuits they will be able to contribute significantly to society. A doctoral candidate revealed this need as follows:

> "I realize now to the fullest the value of knowledge and through the years have learned how much the world needs to have this knowledge applied to its betterment. Because of these strong motivations to learn above all else, and because of the fact that I am very happily married and have absolutely no need to worry my head about dating and 'popularity' I find that I can devote myself wholly and serenely to my long-range objective and never feel torn by conflicting educational and social goals and desires.[16]

Continuing Education for Women begins with effective counseling. DEVELOPING NEW HORIZONS FOR WOMEN was initiated in 1964 as a group counseling course. CAREER DEVELOPMENT FOR EMPLOYED WOMEN and CAREER COUNSELING FOR GIRLS were added at a later date to meet needs of a wider population. In addition to referring women to established degree programs at The George Washington University and other colleges and universities, new programs and services were developed further to meet needs of women including: (1) off-campus daytime credit courses; (2) day and evening noncredit courses; (3) career-oriented certificate programs; (4) counselor education; (5) scholarship-fellowship assistance; (6) employment referrals; (7) individual counseling; (8) academic advising; and (9) assistance to other colleges, universities, community and professional organizations. An interdisciplinary Master of Arts in Special Studies with an area of concentration in Women Studies evolved from Continuing Education for Women. This M.A. program is offered through the Graduate School of Arts and Sciences.

COUNSELING SERVICES

DEVELOPING NEW HORIZONS FOR WOMEN

> "When I married my husband, I promised I would work to help him through college, but I didn't know how far he would go! After three degrees (his), fifteen moves (mine), and six children (ours) I am ready for new horizons."
>
> "I've been used to hiding behind my children. Now I'm going to stop making excuses about being too busy and see how far I can go academically."
>
> "I have had it with teas and bridge clubs. I think I want a part-time job."
>
> "I never planned to work after I married, but last year my husband died suddenly and I find I must go to work to meet college expenses for my children."

These are a few comments from women enrolled in the first classes of DEVELOPING NEW HORIZONS FOR WOMEN in 1964. Most of the women attending the course had dropped out of college and some from high school many years ago. If they had earned a degree they had dropped out of the world of work and careers to marry and rear children. How do I resume college again? What if I'm not interested in my former college major? What kind of work can I do if I've never been employed? Who's interested in employing a 50-year woman with a rusty degree? If I return to college I'll be 35 when I earn a degree. Will I be able to get a job?

DEVELOPING NEW HORIZONS FOR WOMEN, a group counseling and career development course for women evolved from prior research on 221 married women students. Designed in 1963, this course has been offered at The George Washington University continuously since Spring Semester 1964. Twenty women enrolled in the first class. As the second class began during Fall Semester 1964, a newspaper article resulted in a waiting list of 125 students.[17] During a ten-year period (1964 to 1974), 3,322 women enrolled in this course. Until 1970, DEVELOPING NEW HORIZONS FOR WOMEN was offered to approximately 100 women each semester on the University campus, except for Fall Semester 1968 when 150 women were accommodated. Beginning Spring Semester 1970, after counselors had been chosen and trained to meet the demand, this course has been offered in selected locations in Maryland and Virginia as well as the University campus. Locations include Alexandria, Arlington, Falls Church, McLean, and Reston, Virginia; Annapolis, Baltimore, Bethesda, Bowie, Camp Springs, Chevy Chase, Columbia, Rockville, and Silver Spring, Maryland. Students have commuted from as far away as Philadelphia, Lancaster, and Harrisburg, Pennsylvania, to attend this course. In order that she could attend, one woman moved to Washington from North Carolina when her husband was transferred to Viet Nam; another moved temporarily from New York State.

DEVELOPING NEW HORIZONS FOR WOMEN was designed to assist each woman to (1) understand and evaluate herself as an individual and as a woman, (2) gain confidence in her abilities, (3) establish long-range goals based on her interests and abilities, taking into consideration her own needs as well as the needs of her family and society, and (4) determine procedures to implement long-range plans. The focus of the course is not on making a choice between continuing one's education and getting a job, or between volunteer work and paid employment, but rather on looking at her total life span, setting long-range and short-range goals, and taking steps to achieve these goals. From its inception in 1963 it has been a women's studies course, integrating research about women from psychology, sociology, history, economics, and education to enable participants to understand women as a group and relate information to themselves as individuals. Course content is presented through lectures, group discussion, psychological testing, guest speakers, and individual counseling.

The Developing New Horizons for Women Workbook[18] includes reading material to supplement lecture-discussions, an extensive bibliography, and assignments to help each woman evaluate her interests, abilities, motivation, and choices.

Topics covered in the lecture-discussion sessions include an historical perspective on women, cultural blocks which have traditionally inhibited women from utilizing their abilities, psychological needs which all individuals have at various stages of their lives and how these needs influence motivation. Simultaneously with these lectures the students are given library assignments and WORKBOOK exercises.

During the early weeks of the course the women spend a portion of each class period taking psychological tests. One lecture deals with the interpretation of test scores. With her WORKBOOK as a guide, each student uses interest and aptitude test scores to interpret particular career requirements. Later she is able to use the WORKBOOK to supplement the individual interview when she receives her own test scores. During the semester each student selects one occupation in which she is interested and prepares a career research report. In this paper she integrates research from recent publications and interviews with men and women currently working in this field. In addition to written reports each student shares her research as an oral report in a class seminar. Subsequent classes benefit from the research undertaken, for these reports are kept on file for use by the students.

In group discussions students learn how and where to locate employment using the resources of the area, how to write effective resumes and applications, and how to make realistic decisions regarding future plans. They also learn about the many educational programs available in the metropolitan Washington area, including vocational training as well as college-level programs. Since about 75 per cent of women enrolled in DEVELOPING NEW HORIZONS FOR WOMEN have either attended college or have earned a bachelor's degree many are interested in University programs. They bring their college transcripts to a special session for group and individual counseling to determine at which level they may be able to re-enter if they should decide to continue their education. Also, advantages and disadvantages of volunteer services are discussed. The types of organizations in the metropolitan Washington area which encourage volunteers are enumerated and described. The fact that some of these organizations provide training and offer opportunities for significant experience that improves one's employment qualifications is also pointed out. A list of organizations seeking volunteers is maintained at the Continuing Education for Women office.

Former DEVELOPING NEW HORIZONS FOR WOMEN students speak to each class during the semester to discuss their experiences in education, employment, and community service. Successful career women from Federal or local government agencies, University, business, and community organizations also give short talks to the classes when all suburban classes meet together on campus for guest speaker sessions. In addition to the wealth of information which they have to share, these women reinforce the classroom work and serve as role models for students. Businessmen and male professors have been included as guest speakers. Their participation has changed their attitudes about the commitment of women as students and employees.

Near the end of the semester each student enrolled in DEVELOPING NEW HORIZONS FOR WOMEN has a private counseling session with her group leader, who is a professional counselor. The lectures, discussion, homework assignments, and testing assist each woman to evaluate her strengths, limitations, and opportunities. The final counseling session enables her to formulate plans and discuss these plans in terms of her aptitude test results.

A confidential file folder containing personal data, questionnaire, resume, aptitude, and interest test results, and copies of term papers, is kept on each participant. In addition to assisting in the counseling process during enrollment in the DEVELOPING NEW HORIZONS FOR WOMEN class, these records have been helpful when the student requests counseling at a future date. Also, the record aids in replying to reference requests or for employment referral. Information from questionnaires and tests is currently being used for follow-up research studies.

DEVELOPING NEW HORIZONS FOR WOMEN has reached women who lacked confidence in their abilities, women who had no knowledge or understanding of their abilities or interests nor a sense of direction. Other women had confidence and a general sense of direction but needed the confirmation from a professional counselor as well as group support that other women in a classroom can give to them. The rapidly changing world is confusing to both men and women who had previously been guided to think that one selects a career, prepares for it, enters in it, and progresses in it. In 1964 the U.S. Department of Labor pointed out that the average man 24 years of age would not only change jobs seven times, but often careers as well. If men were unprepared for change most women were even less prepared. Middle-class women had been educated to think of marriage and homemaking as a lifetime career. Although the Department of Labor literature revealed that 9 out of 10 women would work 25 years in their lives, most women thought they would be the one in 10 who did not work. In 1964 comparatively few women had long-range goals which included marriage and career. Only a small percentage of school counselors and the colleges and universities where they received professional education stressed preparation for marriage and career. Increasing numbers of women, however, were entering or re-entering the labor force. Many others wanted to do so but did not know how or where to begin. Or if they were at home busy with childrearing they were thinking about 5 or 10 years hence when they would have more free time to devote to work outside the home. How could they prepare? Some women had never worked outside their homes and were unrealistic about their goals. Very few understood the relationship between education and careers.

During the past eleven years there have been modifications in the structure of the DEVELOPING NEW HORIZONS FOR WOMEN course to adapt to the needs of students in the program. The first class of twenty students in 1964 met for 10 two-hour sessions with the originator of the course (Dr. Ruth H. Osborn) for lectures and discussion. Aptitude testing, evaluation and individual counseling followed these sessions. The second class which began in September, 1964, met with Dr. Osborn for 10 sessions and then combined with the third class of 128 students to hear guest speakers during four sessions. Dr. Olive McKay, Staff Associate of the College of General Studies, a catalyst in the launching of DEVELOPING NEW HORIZONS FOR WOMEN, arranged for the guest speakers. The third class then met as a total group for five weekly sessions to hear lectures (by Dr. Osborn). The class was then divided by previous educational background into groups of 20 to 25 which met for another five sessions. The format of five weekly sessions of lectures, another five weekly sessions of group discussion and testing, and four sessions with guest speakers was followed until Spring, 1970. At various periods during the initial six years, Dr. Osborn was assisted by Jeanne Hagen, Joan James, Elizabeth Finlayson, Ruth Wanger, Jean Swenson, and Lois Northrop. In addition, Abbie O. Smith, Marjorie M. Parks, and Ruth N. Basom were selected as part-time group leaders and have continued with the program. Mrs. Smith and Mrs. Parks became full-time counselor-administrators in 1970. Mrs. Basom preferred to remain a part-time counselor. Each of these part-time and full-time staff members had professional qualifications in counseling, psychology, personnel administration, and/or education. They gained further expertise in counseling women through on-the-job training from Dr. Osborn, a counseling psychologist.

With a trained professional staff DEVELOPING NEW HORIZONS FOR WOMEN met an increased demand by scheduling classes in Maryland and Virginia as well as on the University campus. Five sessions were presented by Dr. Osborn in each location, followed by five weekly sessions of small group discussions and psychological testing with Ruth Basom, Marjorie Parks, and Abbie Smith as counselors. All classes then met at the University campus for four sessions to hear guest speakers. Individual counseling followed the small group sessions.

Additional part-time professional counselors were selected and trained to further expand the program. Helen O. Wolle joined the staff as a full-time counselor in 1971. Beginning Fall Semester 1973, the course was once again structured as it had been in 1964 with not more than 20 students in each class. The course was then offered in 12 locations with one counselor and one assistant assigned to each group. All classes met together for three sessions on the University campus to hear guest speakers from the University and the community. Mrs. Wolle assumed the administration and in-service training of part-time counselors and counselor-assistants beginning Fall 1973.

Table 1 shows enrollments of women in DEVELOPING NEW HORIZONS FOR WOMEN during its first decade (1964 to 1974).

Who are the women who enrolled in DEVELOPING NEW HORIZONS FOR WOMEN? Part 7 of this report provides extensive demographic data about this population. First, it must be emphasized that each of the women was an individual and was treated individually by the counselors. However, there were some common characteristics. Most of the women (88 per cent) were married, living with their husbands. The remaining were widowed, divorced, separated or never married. The average number of children was 2.7, although the total ranged from none to eleven. About 20 per cent of the mothers had pre-school children and another 65 per cent had school-age children. Thus, most of the women attending classes were involved in child-rearing and homemaking responsibilities. The ages of the women enrolled ranged from 18 to 78 with a median age of 41.7. Approximately 58 per cent were in the 30 to 45 age range. Their educational background included some who were high school dropouts as well as others who had earned doctorates. Forty-six per cent of these women had earned a bachelor's degree and 5 per cent an advanced degree. In contrast with the total adult population, these women were highly educated. According to the 1970 U.S. Census, only 9.5 per cent of adult women over 25 years of age living in metropolitan areas have earned bachelor's degrees and 3.0 per cent advanced degrees. This is in contrast with the adult population of men in the United States over 25 years of age and living in metropolitan areas, where 17.2 per cent had earned bachelor's degrees and 7.6 per cent advanced degrees. A sample of the DEVELOPING NEW HORIZONS FOR WOMEN students who had earned degrees indicated 65 per cent had college majors in the arts, humanities, or social sciences.

Approximately 83 per cent of the students in DEVELOPING NEW HORIZONS FOR WOMEN had worked in paid employment at some time in their life but most of them had left the labor market for child-rearing responsibilities. Some of these women had been employed in professional careers as teachers, nurses, accountants, librarians, scientists, engineers, and social workers. However,

Table 1. Enrollment in DEVELOPING NEW HORIZONS FOR WOMEN According to Class Location (1964 to 1974)

Semester	D.C. (Campus)	Virginia	Mont. Co. Maryland	Other Maryland	Total Daytime Enrollment	Total * Evening Enrollment
	Daytime Location					
1964 Spring	20				20	
Fall	26				26	
1965 Spring	128				128	
Fall	114				114	
1966 Spring	113				113	
Fall	104				104	
1967 Spring	112				112	
Fall	155				155	
1968 Spring	100	26			126	
Fall	105				105	
1969 Spring	82				82	
Fall	210				210	
1970 Spring	114	20	108		242	
Fall	103	87	120		310	
1971 Spring	63	35	73		171	
Fall	76	67	113		256	15
1972 Spring	58	61	81	83	283	31
Fall	74	76	83	55	288	43
1973 Spring	31	44	69	58	202	48
Fall	18	94	129	34	275	61
TOTAL	1,826	510	776	230	3,322	198

*CAREER DEVELOPMENT FOR EMPLOYED WOMEN

the most frequent occupation indicated was non-supervisory office worker, which includes secretaries, stenographers, and typists. A summary of information about these women is shown on the following page.

Although the majority of women who enrolled in DEVELOPING NEW HORIZONS FOR WOMEN were interested in developing career plans, the top-ranking reason indicated for participation in the course was the need for personal growth and self-enrichment. Thus, this group of women were similar to the 221 degree candidates studied in 1961.

Because the term, career development of women, is used extensively in this report and has become everyday language, it must be emphasized that as a career development course, DEVELOPING NEW HORIZONS FOR WOMEN is not designed to push every woman into the labor force. As indicated, most women do participate in the labor force. In its broadest sense, career development promotes self-understanding, personal growth, and an understanding of the range of options. This understanding enables women to make choices which further their own needs, promotes their families' welfare, and makes it possible to contribute significantly to society.

An important part of self-understanding for women is knowledge of one's own abilities and recognition of the talent among women. Women enrolled in DEVELOPING NEW HORIZONS FOR WOMEN are given the opportunity to take aptitude tests. Most of the women choose to do so although it is not a requirement. History has shown that talents are spread throughout populations but too often no effort is made to bring these talents to the surface. DEVELOPING NEW HORIZONS FOR WOMEN has attempted to do so, by showing the wide range of abilities among women as well as to aid each participant in self-understanding.

Based on aptitude test norms 70 per cent of the women who chose to take the tests have ability to achieve four or more years of college but approximately half of this group had not earned a college degree. Forty-three per cent of the women showed ability to achieve beyond four years of college. Only 16 per cent of the general adult population has this ability! Since formal education is the chief means by which potential is developed the importance of identifying and encouraging women with ability is apparent. These women have twenty to fifty productive years ahead of them.

Table 2 presents a detailed analysis of potential for academic achievement for the 3,064 women who took the General Aptitude Test Battery.*

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*Representatives of the U.S. Employment Service (USES) cooperated with the staff of Continuing Education for Women by administering the General Aptitude Test Battery to students enrolled in DEVELOPING NEW HORIZONS FOR WOMEN. Later staff members administered the GATB through special arrangement with USES. These test scores were used with other test results in counseling women.

Summary Profile Of Students Enrolled In DEVELOPING NEW HORIZONS FOR WOMEN (1964 to 1974)*

TOTAL ENROLLMENT	3,322 women	
RESIDENCE WHEN ENROLLED	18% D.C.; 81% suburban (Md.-47%; Va.-34%); other less than 1%	
PLACE OF ATTENDANCE	54% campus (D.C.); 30% Maryland; 16% Virginia	
BIRTHPLACE	93% U.S.-born (from 50 states & Washington, D.C.). 7% foreign-born (from 52 countries representing 6 continents).	
AGE AT TIME OF ENROLLMENT	Median: 41.7 years.	Range: 18 to 78 years.
MARITAL STATUS	88% married 2.4% single	3.6% widowed 5.0% divorced, separated
AGE AT MARRIAGE	Median: 23 years.	Range: 13 to 48 years.
EDUCATIONAL ATTAINMENT	5% graduate degree 41% bachelor's degree	30% some college 24% no college
COLLEGE MAJORS	34% Arts and Humanities 29% Social Sciences 16% Education	9% Natural Sciences 3% Nursing 4% Home Economics
EDUCATIONAL INTERVAL	Median educational interval is 18 years. Range: 0 to 48 years. 11% completed their last schooling less than 5 years ago.	
WORK EXPERIENCE	14% were never employed full-time. 44% have worked full-time for less than 5 years.	
WORK INTERVAL	Median work interval is 11 years. Range: 0 to 44 years. 12% were employed when enrolled.	
FORMER OCCUPATIONS	39% were non-supervisory office positions. 17% were in the field of education.	
NUMBER OF CHILDREN	95% of the married women were mothers. Average number: 2.7 Range: 1 to 11 children.	
AGES OF CHILDREN	5% have only pre-schoolers. 78% have school-age children (6 to 18 years). 12% have only children over 18 years. 5% have no children.	
HUSBAND'S EDUCATION	51% graduate degree 33% bachelor's degree	10% some college 6% no college

*Based on demographic information presented in Section III, including Spring 1964 through Fall 1973 classes. (An additional 263 women enrolled during 1974.)

Table 2. An Analysis of Potential for Academic Achievement for Women Enrolled in DEVELOPING NEW HORIZONS FOR WOMEN Compared With Their Educational Attainment - Based on Scholastic Learning Aptitude as Measured by the General Aptitude Test Battery.

1964 to 1974

	Previous Educational Attainment							
	No Previous College		Some College*		Bachelor's Degree		Total	
Aptitude Test Results	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Aptitude to achieve beyond bachelor's deg.	151	23%	356	37%	810	56%	1,317	43%
Aptitude to achieve 4 years of college	170	26%	275	29%	367	25%	812	27%
Aptitude to achieve 2 years of college	157	24%	195	21%	202	14%	554	18%
Probably does not have aptitude for college achievement	176	27%	127	13%	78	5%	381	12%
TOTAL	654	100%	953	100%	1,457	100%	3,064	100%

The present level of academic attainment among DEVELOPING NEW HORIZONS FOR WOMEN students is compared to their scholastic aptitude. Of the women who had no previous college, their test results indicated that 73 per cent have ability to achieve at least two years of college, and 23 per cent ability to achieve beyond four years of college. Among the women who had completed some college,* 66 per cent have the ability to achieve four years of college and 37 per cent the ability to achieve beyond four years of college. Of the women who had earned bachelor's degrees, 56 per cent have test results which indicate ability to achieve beyond four years of college.

These test results encouraged many women to continue their education. The Graduate Record Examination, Law School Aptitude Test, and Scholastic Aptitude Test were not considered formidable hurdles after comparing with the general adult population norms of the General Aptitude Test Battery. In other cases, test results encouraged women to take tests required for employment, including the Federal Service Entrance Examination.

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*The term, Some College, used throughout this report refers to at least 12 semester credits.

It should be noted that 5 per cent who had previously earned college degrees did not have the measured ability which would predict success in college. This anomalous result may be accounted for on several bases - fear of tests, unfamiliarity with modern standardized testing materials, rusty abilities, and less-than-perfect validity of the test. When errors of measurement are considered, the percentages of women for which the test scores predict academic success would be much higher.

Our experience with the General Aptitude Test Battery in counseling women indicates that it is a useful test. The fact that some women achieve in spite of low test scores is not a discredit to the instrument. Rather it highlights the need for professional counselors who can assist women to evaluate themselves using data from numerous sources.

In cases where students' test results were low but they had demonstrated their academic ability either by past achievements or by their written and oral class work in DEVELOPING NEW HORIZONS FOR WOMEN, these women were encouraged to avoid standardized test situations for college matriculation or entrance into the labor force. Gaining confidence through course work as nondegree students or through part-time employment enabled many women to achieve beyond what their test scores revealed.

A few examples illustrate problems involved in career development of women. One woman who thought she was inferior in ability because she made poor grades in college was, in fact, superior in ability. This knowledge gave her confidence to apply and complete a graduate degree. She is now employed as a professional social worker. After completing her degree, she wrote about her earlier socialization process:

> "When I was in high school we had no counselors to advise us, and my choice of an occupation was influenced chiefly by movies I saw at about age 15 and the fact that several attractive boys were involved in chemistry courses. This was really a stopgap activity. My chief interest was in marrying and having children - in my mind, marriage was the end of the rainbow! I now realize that self-fulfillment and a socially useful occupation are just as important to a woman as marriage. In fact, I feel that I am a better wife and mother because my interests are not bounded by the home, and by the time my youngest child leaves home I shall have twenty years to work at an occupation useful to the community and satisfying to me as a person."

A thirty-year-old married woman who had completed a part of a bachelor's degree prior to her marriage revealed that as a youngster she was evaluated as mentally retarded. This early childhood experience had provided a poor foundation for academic study. Based on her test results which indicated that she could achieve academically beyond four years of college, she is completing a bachelor's degree and has a part-time job to finance her degree program.

On the other hand, many women who enroll in DEVELOPING NEW HORIZONS FOR WOMEN had earned Phi Beta Kappa keys or were cum laude graduates. After a period of domesticity these women often lacked confidence in their ability to learn. Mass media reinforced feelings of inadequacy. Group counseling followed by individual counseling proved successful in helping women to gain confidence in their abilities and to formulate short-range and long-range plans involving employment, education, and community service. Many women have implemented their plans through further education at The George Washington University, at other colleges and universities in the Washington area, and elsewhere in this country, Canada, and Europe. Other women have obtained part-time or full-time paid positions, or become active in significant volunteer service.

Women who have participated in DEVELOPING NEW HORIZONS FOR WOMEN during the past ten years are now contributing to society in a wide range of careers: teaching (at all levels - early childhood, elementary, secondary, adult, and higher education); counseling (school, rehabilitation, or community); educational administration; social work; library science; urban planning; business management, public administration, personnel administration, law, medicine, medical technology, remedial reading, special education, speech pathology, museum services, architecture, cartography, engineering, environmental health, social science research, free-lance writing, editing, interior design, dramatics, forensic science, television production, finance, as well as the more traditional fields of secretarial work, sales, and nursing.

A few women serve as elected government officials in their communities, trustees of universities, and officers of community organizations. In some cases women have developed innovative services by observing needs of society and combined their past experience with updated education to meet these needs. For example, one alumna of DEVELOPING NEW HORIZONS FOR WOMEN designed a program to train and upgrade household workers. This project became a model for other training programs for the U.S. Department of Labor. Another student initiated a "Good Neighbor" Aide training program and extended services of the "Over 60 Counseling Service" in Montgomery County. This program has been adopted throughout the County.

Case histories presented in Section 8 illustrate the career development process for a few selected women who completed DEVELOPING NEW HORIZONS FOR WOMEN.

CAREER DEVELOPMENT FOR EMPLOYED WOMEN

Until 1971 DEVELOPING NEW HORIZONS FOR WOMEN was offered during morning hours to accommodate married women whose children were in school or whose husbands were at work. Since 1966 increasing numbers of employed women took time off from work to attend daytime classes. It became apparent to the staff that the course should be adapted to employed women and offered during evening hours. An incident in 1970 indicated the urgency of this adaptation.

> During class discussion one woman commented that women can do whatever they want today. Another woman asked if she could reply to that statement. She then told how she had been a secretary for ten years. For three years she had tried to enroll in DEVELOPING NEW HORIZONS FOR WOMEN but her boss wouldn't let her. Since it did not include shorthand or typewriting it was not job-related! In desperation she went to her company doctor who wrote a statement to the effect that, "If Mrs. ____ is not allowed to take DEVELOPING NEW HORIZONS FOR WOMEN it will be detrimental to her health!"

It turned out that this student had the ability to achieve in any career. She was subsequently able to arrange for an educational program which assured her upward mobility. This company could not afford to underutilize her talents. The importance of developing potential of women through their participation in educational programs is gradually becoming recognized by personnel administrators and managers.

Between 1971 and 1974 almost two hundred employed women completed the evening classes. CAREER DEVELOPMENT FOR EMPLOYED WOMEN became the descriptive title for this group.*

Women participating in CAREER DEVELOPMENT FOR EMPLOYED WOMEN are a younger group (median age 35.9 years) and only 35 per cent are married. Another 29 per cent are widowed, divorced, or separated. For them the necessity of earning a living to support themselves and dependent children is a paramount need. These women are primarily interested in career advancement, job opportunities, and preparing for new careers.

Fifty-three per cent have earned at least a bachelor's degree. Approximately 45 per cent indicated they were interested in planning a graduate or undergraduate degree program when they first enrolled in CAREER DEVELOPMENT FOR EMPLOYED WOMEN. In contrast, only 29 per cent of women enrolled in DEVELOPING NEW HORIZONS FOR WOMEN indicated they were interested in a degree program when they first enrolled in the course. It is obvious that employed women are more aware of the importance of higher education to their career advancement. However, they need assistance in gaining a sense of direction and awareness of their aptitudes and interests.

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*During 1974 an additional 106 women completed CAREER DEVELOPMENT FOR EMPLOYED WOMEN.

CAREER COUNSELING FOR GIRLS

During Summer 1973 DEVELOPING NEW HORIZONS FOR WOMEN was adapted to young girls, ages 16 to 19, and offered as CAREER COUNSELING FOR GIRLS. Eighteen young women enrolled in the initial course which enabled them to develop long-range educational and career plans. Sherry Soper and Trudy Bernstein were group leaders for the initial course. Additional young women participated during Summer 1974.

INDIVIDUAL COUNSELING

To accommodate women who cannot participate in DEVELOPING NEW HORIZONS FOR WOMEN or CAREER DEVELOPMENT FOR EMPLOYED WOMEN individual counseling, including a battery of tests, evaluation, and two individual counseling sessions, is available on an appointment basis.

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The George Washington University's Center for Continuing Education for Women meets the requirements of the International Association of Counseling Services, Inc., an affiliate of the American Personnel and Guidance Association, Inc., and is listed in their Directory of Counseling Services.

ACADEMIC CREDIT PROGRAMS

The George Washington University pioneered in postsecondary education for adults. In 1950 the College of General Studies was established "to extend the educational facilities of the University, introduce experimental programs and provide educational services other than formal programs of study."[19] Mitchell Dreese, Ph.D., served as Dean from 1950 to 1955, Dean Grover Angel, Ed.D., from 1955 to 1965, and Dean Eugene R. Magruder, Ph.D., from 1966 to the present.* Undergraduate and graduate degree programs with courses scheduled from 6:00 p.m. to 8:30 p.m. at government agencies, business offices, and military installations served thousands of adults in the metropolitan Washington area. During the period 1954 to 1968, approximately 1,200 adults earned bachelor's degrees and more than 5,200 earned master's degrees through the College of General Studies. Only five per cent of the bachelor's degrees and less than one per cent of the master's degrees were earned by women. The scheduling of courses at the dinner hour excluded most homemakers and employed women with family responsibilities. Also, degree programs offered were designed for the career advancement of men.

To assist women with their formal education, Continuing Education for Women has offered, since 1965, selected credit courses during daytime hours at convenient locations for women. Between 1965 and 1974, ninety-nine credit courses from nineteen University departments have been taught by University professors and instructors of recognized academic and professional competence. Beginning with seven courses and 86 registrations in 1965, the program expanded to include 24 courses and 372 registrations by Spring 1973. Table 3 shows the courses and registration between 1965 and 1974.

The courses offered enabled some women to obtain a bachelor's degree on a part-time basis by enrolling only in off-campus courses. Others combined off-campus courses with campus courses. In some cases, women began or resumed their academic study off-campus through Continuing Education for Women and transferred their credits to other colleges and universities in various parts of the United States. This flexibility has been especially helpful to wives of military, business, and government administrators whose husbands were assigned for only two- or three-year periods to the metropolitan Washington area. Mobility of population is no longer a barrier to academic study when combined with sound academic advising. The Continuing Education for Women staff has provided academic advising for individuals and groups prior to registration as requested by students during the semester. One Army wife who recently completed a bachelor's degree through off-campus Continuing Education for Women courses had attended six colleges while living in various parts of the United States and Europe. At one local college where she had intended to become a degree candidate, she was told, "We never know what to do with women like you who seem to be passing through." For this student the "passing through" period was three years, which was sufficient time to complete an undergraduate degree based on her goals and the course work she had completed elsewhere.

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*Dr. C. Edward Galbreath served as Acting Dean from October, 1965, to June, 1966.

Table 3. NUMBER OF STUDENTS ATTENDING DAYTIME OFF-CAMPUS CREDIT COURSES

DEPT. NO.	1965 Fall	1966 Spr.	1966 Fall	1967 Spr.	1967 Fall	1968 Spr.	1968 Fall	1969 Spr.	1969 Fall	1970 Spr.	1970 Fall	1971 Spr.	1971 Fall	1972 Spr.	1972 Fall	1973 Spr.	1973 Fall	TOTAL	DEPT. NO.
Acct 001	-	-	8	-	-	-	-	-	-	-	-	-	-	-	7	-	-	15	Acct 001
Acct 002	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	-	8	Acct 002
Art 001	19	-	13	-	12	-	-	-	10	-	-	-	-	-	-	-	-	54	Art 001
Art 031	-	-	-	-	-	-	-	-	26	-	18	11	-	12	-	21	-	88	Art 031
Art 032	-	16	-	17	-	-	-	-	-	29	-	21	17	-	14	-	8	122	Art 032
Art 071	-	-	-	-	-	-	-	-	-	-	24	-	15	-	-	-	11	50	Art 071
Art 072	-	-	-	-	-	-	-	-	-	-	-	20	-	11	-	-	-	31	Art 072
Art 104	-	-	-	-	-	-	-	-	-	-	12	-	-	-	-	-	-	12	Art 104
Art 105	-	-	-	-	-	-	-	-	-	-	-	10	-	-	-	-	-	10	Art 105
Art 109	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	-	-	15	Art 109
Art 110	-	-	16	-	-	-	-	-	-	19	8	-	-	-	-	16	-	59	Art 110
Art 113	-	-	-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	15	Art 113
Art 114	-	-	-	-	-	-	-	-	-	-	-	-	-	16	-	-	-	16	Art 114
Art 115	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9	Art 115
Art 120	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	-	-	15	Art 120
Art 141	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	12	-	35	Art 141
Art 147	-	-	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	9	Art 147
Art 203	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	14	Art 203
Anth 001	-	-	-	-	-	-	-	-	-	-	-	-	-	18	-	31	-	49	Anth 001
Anth 002	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27	-	36	63	Anth 002
Anth 157	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9	Anth 157
B Ad 118	-	-	-	-	-	-	13	-	14	-	13	-	-	-	-	-	-	40	B Ad 118
B Ad 119	-	-	-	-	-	-	-	13	-	7	-	8	-	-	-	-	-	28	B Ad 119
B Ad 141	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	9	B Ad 141
B Ad 147	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	5	B Ad 147
Econ 001	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	13	Econ 001
Educ 108	9	-	-	15	-	21	10	-	13	-	-	-	-	-	-	-	-	68	Educ 108
Educ 123	-	-	-	-	-	7	-	-	10	9	-	5	-	-	-	-	-	31	Educ 123
Educ 128	-	-	-	-	12	-	-	7	-	6	-	-	-	-	-	-	-	25	Educ 128
Educ 210	-	-	-	-	16	-	19	-	-	-	-	-	-	-	-	-	-	35	Educ 210
Educ 221	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	Educ 221
Educ 223	-	9	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	19	Educ 223
Educ 224	-	-	21	-	-	-	-	10	-	-	-	-	-	-	-	-	-	31	Educ 224
Educ 251	-	-	-	10	-	17	-	-	-	-	10	11	10	-	-	-	-	58	Educ 251
Educ 253	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	-	-	13	Educ 253
Educ 257	-	-	-	-	-	-	-	-	-	-	-	-	-	11	-	-	-	11	Educ 257
Educ 258	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	-	21	Educ 258
Engl 001	-	10	13	-	21	-	27	-	18	-	19	-	14	-	20	-	18	160	Engl 001
Engl 002	-	-	-	15	-	25	-	21	-	19	-	12	-	14	-	18	-	124	Engl 002
Engl 011	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	-	16	30	Engl 011
Engl 071	-	-	-	-	12	-	11	-	14	-	-	-	-	-	11	-	7	55	Engl 071
Engl 072	-	-	-	-	-	17	-	11	-	11	-	-	-	-	-	11	-	50	Engl 072
Engl 115	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	-	7	Engl 115
Geog 051	-	-	-	-	-	8	-	10	-	-	9	-	-	-	11	-	-	38	Geog 051
Geog 052	-	-	-	-	14	-	9	-	-	7	-	9	-	8	-	8	-	55	Geog 052
Geog 127	-	-	-	-	-	-	-	-	-	-	12	-	-	-	-	-	-	12	Geog 127
Geog 132	-	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	7	Geog 132
Hist 039	-	-	-	-	-	-	11	-	8	-	15	-	6	-	-	-	-	40	Hist 039

Hist 040	-	-	-	-	-	-	-	8	-	10	-	11	-	6	-	-	-	35	Hist 040
Hist 071	12	-	32	-	18	-	19	-	18	-	14	-	12	-	6	-	-	131	Hist 071
Hist 072	-	16	-	30	-	15	-	18	-	20	-	14	-	12	-	7	-	132	Hist 072
Mgt 207	-	-	-	-	-	-	-	-	-	-	-	-	-	13	-	-	-	13	Mgt 207
Ocea 101	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	-	14	30	Ocea 101
Ocea 102	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	-	21	Ocea 102
Phil 050	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	-	-	15	Phil 050
Phil 061	-	-	-	-	-	-	-	-	-	-	-	-	17	-	-	-	-	17	Phil 061
Phil 062	-	-	-	-	-	-	-	-	-	-	-	-	-	13	-	-	-	13	Phil 062
Phil 131	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	-	17	Phil 131
P Sc 005	-	-	-	-	13	-	22	-	-	-	-	-	9	-	-	7	-	51	P Sc 005
P Sc 006	-	-	-	-	-	10	-	15	-	-	-	-	-	12	-	-	-	37	P Sc 006
P Sc 103	-	-	-	-	-	-	-	-	10	-	-	-	-	-	-	-	-	10	P Sc 103
P Sc 104	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	8	P Sc 104
P Sc 111	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	6	P Sc 111
P Sc 112	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	6	P Sc 111
P Sc 117	-	-	-	-	-	-	-	-	-	-	-	-	8	-	-	-	-	8	P Sc 117
P Sc 118	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-	-	-	9	P Sc 118
P Sc 119	-	-	-	-	-	-	-	-	-	-	9	-	-	-	9	-	-	18	P Sc 119
P Sc 120	-	-	-	-	-	-	-	-	-	-	-	11	-	-	-	11	-	22	P Sc 120
Psyc 001	9	-	21	-	25	19	-	20	25	-	26	-	15	-	16	-	13	190	Psyc 001
Psyc 008	-	-	-	11	-	-	-	-	-	-	-	-	-	21	-	-	12	44	Psyc 008
Psyc 022	-	-	-	-	-	-	18	-	13	-	17	-	16	-	8	-	-	72	Psyc 022
Psyc 029	-	-	-	-	-	-	-	-	-	19	-	-	-	-	-	-	-	19	Psyc 029
Psyc 101	-	-	-	-	16	20	-	15	-	-	-	18	21	-	-	14	-	104	Psyc 101
Psyc 112	-	-	-	-	-	-	-	-	-	-	-	34	-	[illegible]	-	28	-	94	Psyc 112
Psyc 121	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	-	-	12	Psyc 121
Psyc 129	-	-	-	-	-	-	-	18	-	15	-	29	-	27	-	18	23	130	Psyc 129
Psyc 131	-	-	-	-	-	-	19	-	18	-	22	-	12	-	20	-	16	107	Psyc 131
Psyc 144	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	-	18	Psyc 144
Psyc 151	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	17	Psyc 151
Rel 059	11	-	-	-	[illegible]	-	-	-	-	-	-	-	-	-	-	12	-	32	Rel 059
Rel 060	-	11	-	-	-	11	-	-	-	-	-	-	-	-	-	-	-	22	Rel 060
Soc 001	15	-	17	-	-	-	19	-	14	-	25	-	17	-	19	-	9	135	Soc 001
Soc 002	-	13	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	25	Soc 002
Soc 126	-	-	-	-	-	-	-	-	-	18	-	-	-	-	-	-	-	18	Soc 126
Soc 127	-	-	-	-	-	-	-	-	-	-	-	23	-	-	-	-	-	23	Soc 127
Soc 129	-	-	-	-	-	-	-	23	-	-	-	-	-	14	-	-	-	37	Soc 129
Soc 134	-	-	-	-	-	-	-	-	-	12	-	-	-	-	-	27	-	39	Soc 134
Soc 135	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	11	Soc 135
Soc 191	-	-	-	-	-	-	-	-	-	-	-	-	-	-	33	-	32	65	Soc 191
S Ed 200	-	-	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	9	S Ed 200
S Ed 201	-	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	8	S Ed 201
S Ed 240	-	-	-	-	-	-	-	-	-	-	-	-	-	7	-	-	-	7	S Ed 240
S Ed 251	-	-	-	-	-	-	-	-	-	-	-	-	9	-	-	-	-	9	S Ed 251
Sp & D 001	11	-	11	-	-	7	11	9	-	12	9	-	19	-	14	-	12	115	Sp & D 001
Sp & D 011	-	12	-	11	6	-	-	10	9	-	-	17	-	18	-	13	-	96	Sp & D 011
Sp & D 032	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	-	6	Sp & D 032
Stat 052	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	-	12	Stat 052
Stat 053	-	-	-	-	-	-	-	-	-	-	-	-	-	24	12	-	-	36	Stat 053
Stat 101	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	16	Stat 101
Total Enrolled	86	87	161	121	175	187	208	208	235	232	270	289	232	312	342	372	302	3819	
No. of Courses	7	7	11	9	13	14	13	15	17	18	18	20	17	20	23	24	20	266	
Average Class	12.3	12.4	14.6	13.3	13.5	13.4	16	13.9	13.8	12.9	15	14.5	13.6	15.6	14.9	15.5	15.1	14.4	

TITLES OF DAYTIME OFF-CAMPUS CREDIT COURSES OFFERED BY CEW (1965 to 1974)

DEPT.	NO.	COURSE TITLE
Acct	001	Introductory Accounting
Acct	002	Introductory Accounting
Art	001	Art Appreciation
Art	031	Survey of Western Art
Art	032	Survey of Western Art
Art	071	Introduction to the Arts in America
Art	072	Introduction to the Arts in America
Art	104	Renaissance Art in Italy (I)
Art	105	Renaissance Art in Italy (II)
Art	109	19th Century Art in Europe
Art	110	Contemporary Art (20th Century Europe)
Art	113	Baroque Art in Italy
Art	114	Baroque Art in the North
Art	115	Christian Iconography
Art	120	Art of China and Japan
Art	141	Interior Decoration
Art	147	Pre-Columbian Art
Art	203	Primitive Art
Anth	001	Introductory Anthropology
Anth	002	Introductory Anthropology
Anth	157	Primitive Social Organization
B Ad	118	Introduction to Data Processing
B Ad	119	Data Processing Programming
B Ad	141	Basic Marketing Management
B Ad	147	Advertising
Econ	001	Principles of Economics
Educ	108	Human Development, Learning and Teaching
Educ	123	Society and the School
Educ	128	Children's Literature
Educ	210	Adolescent Development
Educ	221	Early Childhood Education
Educ	223	Reading Problems
Educ	224	Reading Problems
Educ	251	Foundations of Guidance and Personnel Services
Educ	253	Analysis of the Individual for the Purposes of Counseling
Educ	257	Educational and Occupational Development
Educ	258	Techniques of Counseling
Engl	001	English Composition
Engl	002	English Composition
Engl	011	The Writing of Reports
Engl	071	Introduction to American Literature
Engl	072	Introduction to American Literature
Engl	115	Introduction to English Linguistics
Geog	051	Introduction to Geography
Geog	052	Introduction to Economic Geography
Geog	127	Population and Settlement
Geog	132	Resources and Environment
Hist	039	European Civilization in Its World Context
Hist	040	European Civilization in Its World Context
Hist	071	Introduction to American History
Hist	072	Introduction to American History

DEPT.	NO.	COURSE TITLE
MgtSc	207	Human Behavior in Organizations
Ocea	101	Elementary Oceanography
Ocea	102	Elementary Oceanography
Phil	050	Introduction to Philosophy
Phil	061	Introduction to Philosophy
Phil	062	Introduction to Philosophy
Phil	131	Ethics
P Sc	005	Introduction to Political Science
P Sc	006	Introduction to Political Science
P Sc	103	State and Local Government
P Sc	104	State and Local Government
P Sc	111	Comparative Government and Politics
P Sc	112	Comparative Government and Politics
P Sc	117	Political Theory: Nature and Growth of Western Political Though
P Sc	118	Political Theory: Nature and Growth of Western Political Though
P Sc	119	American Political Thought
P Sc	120	American Political Thought
Psych	001	General Psychology
Psych	008	Psychology of Motivation and Personality
Psych	022	Introduction to Educational Psychology
Psych	029	Psychology of Childhood
Psych	101	Abnormal Psychology
Psych	112	Psychology of Adolescence
Psych	121	Psychology of Learning
Psych	129	Theories of Personality
Psych	131	Psychological Tests
Psych	144	Personnel and Industrial Psychology
Psych	151	Social Psychology
Rel	059	History of Religions
Rel	060	History of Religions
Soc	001	Introductory Sociology
Soc	002	Introductory Sociology
Soc	126	Urban Sociology
Soc	127	Population Problems
Soc	129	Race and Minority Groups
Soc	134	Marriage and the Family
Soc	135	Juvenile Delinquency
Soc	191	Current Emphases in Sociology (Women)
S Ed	200	Understanding Young Exceptional Children
S Ed	201	Introduction to Special Education
S Ed	240	Educational Programming for Children with Behavior Problems
S Ed	251	Psychosocial Factors in Diagnostic-Prescriptive Teaching
Sp&D	001	Communicative Speaking and Listening
Sp&D	011	Voice and Diction
Sp&D	032	Oral Interpretation of Literature
Stat	052	Mathematics of Finance
Stat	053	Introduction to Statistics in Psychology and Education
Stat	101	Basic Principles of Statistical Methods

The George Washington University admission policy has provided the option for students to apply for degree candidacy when they first enrolled in Continuing Education for Women credit courses or after they completed several credit courses and demonstrated their academic ability. Enrolling as nondegree students enabled women who lacked confidence in their abilities to prove to themselves they could achieve academically. It also enabled women who had poor academic records as teenagers to demonstrate to the University their ability and commitment as adult students.

Most of the women who enrolled in credit courses offered through Continuing Education for Women between 1965 and 1974 were undergraduate students. College graduates enrolled in courses to qualify for specific employment opportunities, to obtain state certification requirements for teaching, or to enter government employment at a certain grade level. Some women enrolled to update their knowledge in fields such as psychology or political science, to complete prerequisites necessary to change major fields of study, or to qualify for graduate degree programs. Class size averaged 12 to 15 students enabling professors to become acquainted with students. As a result, recommendations from professors aided in admission of students to graduate school and in obtaining employment. Four women who began as part-time Continuing Education for Women off-campus students are currently enrolled as doctoral candidates at The George Washington University or the University of Maryland.

Selected graduate courses in education and upper level* courses in psychology and sociology, offered through Continuing Education for Women have enabled women to complete six to nine semester credits off-campus before they matriculated as graduate students in adult education, early childhood education, rehabilitation counseling, special education, student personnel development, or women studies. Some women who had first matriculated as graduate students at The George Washington University or other universities later enrolled in three to nine semester credits offered through Continuing Education for Women where these courses were applicable to their degree programs.

Students who completed credit courses offered through Continuing Education for Women indicated these advantages: (1) adequate parking facilities, (2) scheduling which avoided the rush-hour traffic and enabled them to return home before their children, (3) reduced tuition, (4) stimulating classmates, (5) outstanding instructors, and (6) effective academic advising.

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*Undergraduate courses numbered 101 to 199 may, in certain cases, be taken for graduate credit with additional work assigned by the instructor.

An important reason for the success of the daytime off-campus program has been the enthusiasm of the students for the faculty. Almost two-thirds of the instructors are either full-time campus professors or have taught part-time on campus for their departments as well as off-campus for Continuing Education for Women. These professors include eight who have served as department chairmen and two as assistant deans. For all College of General Studies courses, each University department (such as Psychology, History, etc.) appoints the instructors. In this respect the College of General Studies cannot be compared to extension programs of state universities where instructors are hired by the extension or adult division of the university.

Of the 67 faculty members who taught daytime off-campus credit courses for Continuing Education for Women during the past ten years, 33 (almost 50 per cent) have been women. A few part-time women faculty members found their experience teaching in the program at The George Washington University enabled them to obtain full-time teaching positions in other colleges and universities. Two women who began as part-time off-campus instructors were subsequently employed as campus faculty members. Thus, Continuing Education for Women has provided career development opportunities for women faculty members as well as for their students.

Professors have been particularly enthusiastic about the quality of work by daytime Continuing Education for Women students. An analysis of grades during a six-year period indicated that 80 per cent of the grades earned by women students were A or B. All professors who taught in the program set high standards and expected their students to measure up. If they did the work, the students earned the grades they deserved. When questioned about the "normal curve" one professor expressed the feeling of most of the daytime off-campus faculty. "This is not a random sample of the general population. This is a select group. They have ability and are highly motivated, which produces quality work." Since most professors also taught campus students they had a basis on which to make comparisons.

These daytime credit courses are not exclusively for women. Men who are free to attend daytime classes are welcome as students. A naval officer enrolled in one course upon the recommendation of one of his associates who claimed, "If you want a good educational experience, enroll in one of the daytime classes with the women." Another male student admitted that before he took these courses he hadn't realized that women had such good ideas.

The participation of men students as well as men and women faculty members in courses offered by Continuing Education for Women has promoted widespread acceptance of adult women as students.

Recognition for the success of the daytime off-campus program must also be given to clergymen and administrators who provided classroom space for this academic program in churches, libraries, and other community centers in suburban Maryland, Virginia and the District of Columbia. Students in the early classes of DEVELOPING NEW HORIZONS FOR WOMEN were instrumental in locating the first churches used for classrooms and many of these women enrolled in the initial courses offered. Publicity about the program brought offers of classroom space from other churches and community centers. This enthusiastic support of the University's outreach to women is an example of teamwork in community service.

Classes were scheduled once a week for two and one-half hour periods between 9:30 a.m. and 3:00 p.m. when children attend school and rush-hour traffic can be avoided. All locations were selected for proximity to Route 495, the Capital Beltway, or to buslines. In many cases, courses were rotated each year. For example, American History and English Composition were scheduled in Maryland one year, and Virginia the next year, thus reaching a larger proportion of students. From Fall Semester 1965 through the 1973 Fall Semester, 1,457 students enrolled in one or more daytime off-campus credit courses offered through Continuing Education for Women.

Additional courses added to the curriculum during 1974 included:

Anthropology 171 - Native Peoples of North America (3)
Art 112 - Art of Egypt and Ancient Orient (3)
Art 117 - Medieval Art (3)
Art 148 - 19th Century American Painting (3)
Classics 170 - Women in Classical Antiquity (3)
Physics 3 - General Physics (3)
Psychology 175 - Career Development in Youth & Maturity (3)
Sociology 136 - Criminology (3)

The addition of these courses in 1974 brings the total to 106 undergraduate and graduate credit courses offered from 21 departments in the University. In 1974, 159 students enrolled during Spring Semester and 166 during Fall Semester.

The list on the following page includes University faculty and selected part-time instructors who have taught credit courses one or more semesters during the period 1964 to 1974 for Continuing Education for Women.

The scheduling of daytime credit courses off-campus, an innovation by The George Washington University in 1965, was adopted as an administrative practice by community colleges and state universities in the 1970's when college administrators became aware of the population of women to be reached by this effective scheduling.

FACULTY FOR DAYTIME OFF-CAMPUS CREDIT COURSES OFFERED BY CEW (1965 to 1974)

ACCOUNTING
Susan Lamensdorf, A.B., C.P.A.
Andrew Potts, M.B.A.

ART
*Donald C. Kline, M.F.A.
*Jane A. Kofler, M.A.
Elizabeth Nightlinger, M.A.
*M. Patricia Smith, M.A.

ANTHROPOLOGY
*R.K. Lewis, Ph.D.
*Ellen Sato, M.A.
*Suzanne Simons, Ph.D.

BUSINESS ADMINISTRATION
*George R. Allen, Ph.D.
Suzanne Peck, M.B.A.

CLASSICS
*Mary Norton, M.A.

ECONOMICS
*Ching-Yao Hsieh, Ph.D.

EDUCATION
*Grover L. Angel, Ed.D.
*John Boswell, Ed.D.
*Margaret A. Kiley, Ed.D.
*Helena Lietwiler, Ed.D.
*Carl O. McDaniels, Ed.D.
*Margaret McIntyre, M.A., A.P.C.
Louise Odell, Ed.D.
*Carol Ruth St. Cyr, Ph.D.
Ruth Wanger, Ed.D.

ENGLISH
Gail Barnett, Ph.D.
Lynne Cheney, Ph.D.
*Mary E. Cunningham, M.A.
*John R. Greenya, M.A.
Lynn Herring, M.A.
Aileen Kitchin, Ph.D.
*William Turner, Ph.D.
Willard Waterous, M.A.

GEOGRAPHY
*Alice Andrews, M.A.
*Marvin Gordon, Ph.D.

HISTORY
Analouise Bolten, M.A.
Jean Waterous

MANAGEMENT SCIENCE
*Gordon Lippitt, Ph.D.

OCEANOGRAPHY
Steacy Hicks, M.S.

PHILOSOPHY
*Laura Schrenk, Ph.D.

PHYSICS
*Margaret Montzka, M.S.

POLITICAL SCIENCE
*Don T. Allensworth, Ph.D.
Arthur Banks, M.A.
*Anita D. Mallinckrodt, Ph.D.
Charles McCarthy, Ph.D.
*John Morgan, Ph.D.

PSYCHOLOGY
*John Bull III, Ph.D.
Jeffrey Crawford, Ph.D.
Norman S. Gould, Ph.D.
*Thelma Hunt, Ph.D., M.D.
*Eva Johnson, Ph.D.
*Virginia Kirkbride, Ed.D.
Julius Segal, Ph.D.
Milton Shore, Ph.D.
*David E. Silber, Ph.D.
*Roland H. Tanck, Ph.D.

RELIGION
*A. J. Hiltebeital, M.A.
*Dewey Wallace, M.A.
*Harry E. Yeide, Ph.D.

SOCIOLOGY
Jessie Bernard, Ph.D.
Muriel Cantor, Ph.D.
*Thomas F. Courtless, Ph.D.
*Richard Stephens, Ph.D.

SPECIAL EDUCATION
*Perry Botwin, Ed.D.
*Charmaine Ciardi, Ed.D.
Linda Foley, M.A.
Robert Jackson, M.A. in Ed.

SPEECH & DRAMA
*Ruth O'Dell Cox, M.A.

STATISTICS
*Jackson Kern, M.B.A.

*George Washington University campus faculty and staff of instruction (past and present).

NONCREDIT COURSES

In 1952 under the direction of Dr. Olive McKay, a nationally known adult educator, the College of General Studies began a series of noncredit courses to meet needs of adults in the Washington area. Although well attended this noncredit program did not receive needed administrative support. In 1963 Dr. McKay was once again invited by the College of General Studies to set up a noncredit program. It expanded rapidly to meet the demand. When Dr. McKay left the College in 1966, noncredit courses offered during evening hours were continued under Jessie Mullins for the College of General Studies. Community colleges and agencies began to offer "adult education" and "continuing education" courses at a nominal fee which duplicated some of the noncredit offerings of the College of General Studies. When Mrs. Mullins left in 1970, responsibility for the noncredit program was assigned to Continuing Education for Women. Abbie O. Smith was given direction of the noncredit program. Courses previously offered were evaluated for academic significance as well as relevance to the concept of Continuing Education for Women. Only two of these College of General Studies courses were continued under Continuing Education for Women - HOW TO STUDY and CREATIVE THINKING AND PROBLEM SOLVING. Both of these courses had been taught continuously since 1964. HOW TO STUDY, a four-session course designed and taught by Dr. Eva Johnson. Professor of Psychology, has aided women returning to academic study. CREATIVE THINKING AND PROBLEM SOLVING, designed and taught by James M. Osborn, provides understanding of the innovative process, how to overcome blocks that inhibit creativity, and the scientific approach to creativity. This course has enabled students and staff members to originate ideas and apply to their careers and personal lives.

Between 1970 and 1974, twenty additional courses have been offered during day and evening hours with almost 1,000 registrations.

Several of the noncredit courses were originated and taught by "graduates" of DEVELOPING NEW HORIZONS FOR WOMEN. Each had expertise in a selected area. Virginia Kahl, a professional librarian as well as author and illustrator of eleven books, designed and taught WRITING AND ILLUSTRATING CHILDREN'S BOOKS. ORAL HISTORY WORKSHOP, the first of its kind to be offered in the East, developed from an occupational research paper written by Martha Ross. In addition to utilizing practical aspects of recording and interviewing techniques and practices, outstanding authorities who had established oral history libraries were obtained as guest speakers. This workshop was continued by Mary Jo Deering, a professional historian, when Mrs. Ross became a graduate student in Contemporary History at the University of Maryland. POETRY AND FICTION WORKSHOP was designed by Myra Sklarew, who later became a full time professor at American University. INTRODUCTION TO LIBRARY SCIENCE, developed by Hennie Schneider based upon her 18 years' experience as a professional librarian, enabled some women to obtain positions in county or special libraries or to explore the field before making a decision to enroll in a graduate program in library science. Other participants have become proficient in research methods. MATH REFRESHER was first offered by Mary Broad shortly after she completed DEVELOPING NEW HORIZONS FOR WOMEN in 1966. This course was later revised and continued by Jacqueline Scott. Adelaide Furman taught an INTERNATIONAL AFFAIRS SEMINAR for two semesters. A BUSINESS OF YOUR OWN, designed by Frances Chalmers when she completed DEVELOPING NEW HORIZONS, was taught by her until she moved from the Washington area; the course is now taught by Gail Baker. CONFERENCES: LARGE OR SMALL by Sue Roethel and COMMERCIAL WRITING by Patricia Hass, are additional courses offered in 1974 by former students of DEVELOPING NEW HORIZONS FOR WOMEN.

Dr. Lynne Cheney, who taught WOMEN AND LITERATURE as a noncredit seminar during Fall 1972, subsequently became the instructor for off-campus credit courses in English 1 and 2. SEX DISCRIMINATION AND THE LAW was taught during Spring 1973, by Dr. Marguerite Rawalt, an outstanding attorney known for her work in equal rights for women. This course was later developed as a graduate course and offered as an elective in the M.A. program in Women Studies. Dr. Roland Tanck, Associate Professor of Psychology, initiated a course titled PSYCHOLOGY OF WEIGHT CONTROL in 1972. During Spring Semester 1974, he offered ASSERTIVENESS TRAINING FOR WOMEN, a course to help women become assertive without being abrasive.

Table 4 shows enrollment data for noncredit courses offered through Continuing Education for Women from 1970 to 1974. During 1974 the enrollment in noncredit courses had increased to 469 registrations.

Courses offered under Government contract at the Office of Education, DHEW; National Aeronautics and Space Administration; and the Department of Housing and Urban Development have included: CREATIVE THINKING AND PROBLEM SOLVING - 10 weeks (NASA); HOW TO STUDY - 4 sessions (NASA); SECRETARIES - A WAY UP - 10 weeks (OE); ASSERTIVENESS TRAINING FOR WOMEN - 3-hour workshop (NASA); and EDUCATIONAL OPPORTUNITIES IN THE WASHINGTON AREA - two 3-hour workshops (HUD).

The designing and offering of noncredit courses and the utilization of talent available for instruction has provided a flexibility needed by Continuing Education for Women to meet the needs of women. In many cases, students who enrolled in noncredit courses have earned advanced degrees and were not interested in earning credits. In other cases, beginning with noncredit courses enabled students to gain confidence before registering for credit courses or degree programs.

To further assist women in their academic programs, CLEP (College Level Entrance Program) and LSAT (Law School Aptitude Test) Review courses were initiated in 1974. The psychologists on the Continuing Education for Women staff recognized that one's aptitudes cannot be appreciably changed by review courses. However, experience of the staff in testing, evaluation, and counseling women indicated that often women were disadvantaged in a testing situation by unfamiliarity with testing procedures, language and content. For this reason CLEP and LSAT Review courses were added to the curriculum of noncredit courses.

A few Continuing Education for Women students have had noncredit courses at The George Washington University evaluated and accepted as credit courses at other colleges. A recent innovation in noncredit courses is the granting of Continuing Education Units (CEU's). Beginning Fall 1975 noncredit courses offered by Continuing Education for Women will include the equivalent CEU's earned.

Table 4. Number of Students Attending Noncredit Courses (1970 to 1974)

Course Title	F'70	S'71	Sum. '71	F'71	S'72	F'72	S'73	F'73	Total
*How to Study	16	26	13	13	27	34	11	13	153
*Creative Thinking & Problem Solving	23	16	-	17	30	13	16	33	148
Intro. to Social Work	15	23	-	11	6	-	-	-	55
Understanding S.E. Asia	15	15	-	18	20	-	-	-	68
Math Refresher	9	-	-	9	7	12	9	14	60
Intro. to Library Science	17	15	-	8	14	13	15	5	87
Poetry & Fiction Workshop	11	8	7	-	-	-	-	-	26
Intro. to Occupational Therapy	-	11	-	-	-	-	-	-	11
Oral History Workshop	-	14	-	10	7	7	6	10	54
Writing & Illustrating Children's Books	-	13	-	21	13	26	17	17	107
Internat'l Affairs Seminar	-	-	-	7	6	-	-	-	13
Foundations of Editorial Work	-	-	-	11	16	12	16	-	55
Window into the Far East	-	-	-	-	16	-	-	-	16
The Newly Single Woman	-	-	-	-	31	10	-	-	41
Psych. of Weight Control	-	-	-	-	-	12	-	-	12
Women and Literature	-	-	-	-	-	5	-	-	5
A Business of Your Own	-	-	-	-	-	-	15	-	15
Sex Discrimination & the Law	-	-	-	-	-	-	9	-	9
Commercial Writing	-	-	-	-	-	-	-	12	12
Exploring Self-Awareness	-	-	-	-	-	-	-	6	6
Total Enrolled	106	141	20	125	193	144	114	110	953
No. of Courses	7	9	2	10	12	10	9	8	67
Average Class	15.1	15.7	10	12.5	16.1	14.4	12.7	13.8	14.4

*These courses have been offered by the College of General Studies since 1964

CAREER-ORIENTED CERTIFICATE PROGRAMS

The career-oriented certificate programs evolved from (1) the awareness of talent among women with liberal arts degrees but no marketable skills, (2) the need for paraprofessionals in many fields, and (3) the flexibility of the Continuing Education for Women noncredit program. Although these programs were designed to develop opportunities for women, enrollment has also been open to men.

LEGAL ASSISTANT PROGRAM

Recognizing that in Washington, D.C., the center of the Federal government, a constant demand exists for trained personnel in all aspects of the legal profession, Continuing Education for Women introduced in Fall 1972 a twelve-month, career-oriented program leading to a Legal Assistant Certificate. Although a number of institutions had offered a variety of programs to train legal assistants, the program developed at The George Washington University was the first graduate-level program offered at an academic institution in the East. Its location in Washington, D.C., provides students with an unusual opportunity to observe government operations, and offers an unlimited pool of primary data enabling its students to gain experience in legal research.

Jan Dietrich, a former student in DEVELOPING NEW HORIZONS FOR WOMEN, serves as administrator of this program. The Dean of the National Law Center at The George Washington University, Robert Kramer, serves as Chairman of the Advisory Committee; selected Law School faculty and representatives of the Washington legal community serve as members of the Committee. The faculty consists of practicing attorneys and instructors from the National Law Center. The resources of the National Law Center Library have been available to students in this program.

The 12-month curriculum includes the following:

First Semester

LEGAL RESEARCH AND ANALYSIS -- emphasizes legal research and writing as tools to assist the supervising attorney. Similar to a course required for first-year law students.

THE LAW AND LEGAL FORMS -- introduces basic legal concepts of the various substantive areas of the law with written assignments in each area and practice in using form books.

Second Semester

ADMINISTRATIVE PRACTICE -- surveys theory of administrative law with primary focus on practical functioning of pertinent Federal and state agencies.

CIVIL LITIGATION -- uses the Federal Rules of Civil Procedure as a framework. Stresses areas where a legal assistant would be involved, e.g., documents, document and deposition control and pre-trial organization.

Summer Sessions (8 weeks) [may be taken subsequent to or between two semesters]

FINANCIAL ACCOUNTING AND STATISTICAL EVIDENCE -- acquaints the student with statistical and accounting concepts useful in evaluating data and documents.

From the beginning classes were scheduled two evenings a week from 7:00 p.m. to 10:00 p.m. on the University campus. Students spend about 15 to 20 hours a week in outside preparation and research. Approximately 90 per cent of the students are employed when enrolled in the program, although not usually in the legal field.

The staff of Continuing Education for Women established the following criteria for admission to the program:

(1) A bachelor's degree, or its equivalent in education and experience.

(2) Satisfactory performance on the Law School Admission Test (LSAT) and a general aptitude test administered by the Continuing Education for Women staff.

(3) A personal interview.

Academic achievement, work experience, test scores, and reasons for enrolling in the program are considered in the evaluation process. The careful screening accounts for the low attrition rate among students accepted in the program. Also, the evaluation process has identified students who should apply for law school admission.

Table 5 shows the age distribution of students in the Legal Assistant Program. Of the 138 women enrolled between September, 1972, and January, 1974, 44 per cent were under age 25 and 82 per cent under age 35. The median age for women enrolled is 26. In contrast, the median age is 41.7 for women enrolled in DEVELOPING NEW HORIZONS FOR WOMEN and 35.9 for women enrolled in CAREER DEVELOPMENT FOR EMPLOYED WOMEN. Thus, the Legal Assistant Program has attracted young women. However, approximately 30 per cent of the women enrolled are more than 30 years of age. Not unlike many women enrolled in DEVELOPING NEW HORIZONS FOR WOMEN, they are interested in continuing their education following years involved in child-rearing.

Table 5. Age Distribution of Students Enrolled in the LEGAL ASSISTANT PROGRAM (1972 to 1974)

Age Range (Years)	Women		Men		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
20-24	61	44%	9	50%	70	45%
25-29	36	26%	5	28%	41	26%
30-34	17	12%	2	11%	19	12%
35-39	13	9%	0	--	13	8%
40-44	4	3%	0	--	4	3%
45-49	4	3%	2	11%	6	4%
50-54	2	2%	0	--	2	1%
55-59	1	1%	0	--	1	1%
Total	138	100%	18	100%	156	100%

The educational background of students enrolled is shown in Table 6. Although the large majority entered with a bachelor's degree (81 per cent) a few had earned master's degrees (6 per cent). Twenty students (13 per cent) were admitted without a bachelor's degree but were able to establish, on the basis of their work experience or as a result of testing, that they could undertake the program. Most of this latter group had completed at least two years of college.

As of January 31, 1975, 156 persons will be certified as legal assistants through The George Washington University program. Another 94 will be continuing this program throughout 1975.

The program meets the guidelines of the American Bar Association Special Committee on Legal Assistants and will be eligible for ABA evaluation in 1975.

Jan Dietrich, Administrator of the Legal Assistant Program, has been involved with the American Bar Association as they have developed their Guidelines to Approve Legal Assistant Programs. Her participation has been in attending meetings and hearings of the Special Committee on Legal Assistants and leading a workshop for the Conference of Directors in Denver, May 5-6, 1974. In addition, she has given speeches on the training and use of legal assistants and supplied printed information to state and local bar associations.

Table 6. The Educational Background of Students in the LEGAL ASSISTANT PROGRAM (1972 to 1974)

Class Description	Previous Educational Attainment											
	Less than Bach. Degree			Bachelor's Degree			Master's Degree			Grand Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Both Sexes
Enrolled September 1972 Certified August 1973	3	1	4	22	5	27	1	-	1	26	6	32
Enrolled January 1973 Certified December 1973	4	-	4	25	2	27	2	-	2	31	2	33
Enrolled September 1973	5	-	5	33	3	36	2	1	3	40	4	44
Enrolled January 1974	7	-	7	34	3	37	2	1	3	41	6	47
Totals	19	1	20	114	13	127	7	2	9	138	18	156
Percent of Totals	12%	1%	13%	73%	8%	81%	4%	1%	6%	88%	12%	100%

Beginning June, 1974, an intensive three-month, full-time Legal Assistant Certificate Program was offered to accommodate recent college graduates.

Almost all of the graduates of The George Washington University Legal Assistant Program who were seeking positions as legal assistants have obtained positions. In fact, the graduates have been so enthusiastically received by the legal profession that a demand has been created for future graduates. Positions available to legal assistants have included a variety of legal settings: single practitioners, firms with more than 100 people, Federal agencies, the U. S. Supreme Court, Congressional committees, the World Bank, trade associations, public interest law firms, legal division of a television company, and research firms.

The importance of continuing legal assistant education has been built into the program. Beginning Fall 1974 specialty courses in such areas as real estate, criminal law, probate, and domestic relations were initiated for trained legal assistants. Plans for Fall 1975 include a specialty course for selected students with engineering, mathematics, and science degrees to qualify as Patent Agents.

The development and implementation of the Legal Assistant Program is an example of the creative process involved in Continuing Education for Women program planning. Providing a climate for innovation enables staff members to come forth with new ideas. In 1971 Abbie O. Smith, while serving as Associate Director of Continuing Education for Women, and Elizabeth Hill, a Community Representative, recognized the need to train women as legal assistants. On the one hand there were women who wanted to be trained as legal assistants, and on the other hand, attorneys who were beginning to recognize that legal assistants could provide staff to extend their services to clients. Mrs. Smith and Mrs. Hill met with Professors Ralph Nash and D. S. Sastri of The George Washington National Law Center to discuss the mechanics of developing a program. Dumont Peck Hill, who heads a law firm in Washington, outlined the areas where a legal assistant could be trained to provide the needed services for the profession. Jan Dietrich, a student in DEVELOPING NEW HORIZONS FOR WOMEN, indicated her interest in becoming a legal assistant and worked first as a volunteer and then as the administrator of the program to further develop this highly successful program.

LANDSCAPE ARCHITECT ASSISTANT PROGRAM

The Landscape Architect Assistant Program began in January, 1974, with Margaret James as coordinator. Abbie O. Smith, Alma W. Yeomans, and Elizabeth Hill laid the groundwork for this 12-month program. An advisory board including representatives of professional organizations, practicing landscape architects, and the Chairman of the University's Department of Urban and Regional Planning, aided the Continuing Education for Women staff in development of curriculum and selection of faculty. The curriculum emphasizes drafting skills and design, as well as plant materials. Lecturers include professionals from the community who discuss various aspects of design, urban spaces, ecological values, land-use planning, methods, and materials used in construction, specifications, and contractual procedures.

Classes are scheduled for two evenings a week, 7:00 p.m. to 10:00 p.m., with facilities, including drafting tables, provided by the School of Engineering and Applied Science. Weekly field trips include study at the National Arboretum as well as observation of landscape architecture projects in urban and suburban settings in metropolitan Washington, Maryland, Pennsylvania, and Delaware.

Criteria for selection of students was established by the staff of Continuing Education for Women. The first class began in January, 1974, with 23 students. The second class of 23 students began in September, 1974.

EDITING AND PUBLICATIONS PROGRAM

The Editing and Publications Program began in January, 1974, with Johanna Kooij, a former student in Continuing Education for Women courses, as coordinator. Abbie O. Smith and Johanna Kooij laid the groundwork for this 12-month program by selecting advisory committee members, developing curriculum, and selecting faculty. Professor Robert C. Willson, Chairman of the University's Journalism Department in the Columbian College of Arts and Sciences, served as Chairman of the Advisory Committee in 1974. The program is a one-year career training course, preparing participants for careers in (1) editing and copywriting skills, (2) printing, production, and design, (3) convention exhibits and displays. Instructors are professional editors and specialists in media, publication design, and production.

Criteria for selection of students, as in the case of the other career training programs, were established by the staff of Continuing Education for Women. The first class included 38 students who completed this program in January, 1975. The second class, which began in September, 1974, will finish in August, 1975.

When Johanna Kooij moved to Connecticut in June, 1974, Barbara Clements, an accomplished editor and a student in the first class, was selected from many qualified applicants to assume duties as coordinator.

* * * * * *

A list of members of the Advisory Committee for each training program along with part-time instructional staff is presented on the following page. Additional training programs are being planned for 1975-1976.

LEGAL ASSISTANT PROGRAM

Instructors

Joel M. Birken, J.D.
Cheryl Chapman, J.D.
Mary A. Chapman, J.D.
Helene J. Friedman, M.A.; M.B.A.
James T. Halverson, LL.B.
Talbot Lindstrom, LL.M.; M.Comp.L.
Gregory Murphy, J.D.
Gordon A. Noe, B.A.
Harold Novick, J.D.
N. Alfred Pasternak, J.D.
F. Carvel Payne, J.D.
D.S. Sastri, LL. M.
Robert Shoun, J.D.
Margaret Weekes, J.D.
George F. West, Jr., J.D.
Bernard Young, J.D.

Advisory Board

Gladys L. Fischel - Attorney at Law
William Fry - Director, National Paralegal Institute, Inc.
Dumont P. Hill - Hill, Christopher and Phillips
Marshall Hornblower - Wilmer, Cutler and Pickering
Robert Kramer - Dean, National Law Center, The George Washington University
Ralph Nash - Professor, National Law Center, The George Washington University
Patricia Wald - Mental Health Law Project

LANDSCAPE ARCHITECT ASSISTANT PROGRAM

Instructors

Richard Brillantine, B.S.
Beatrice Coffin, M.L.A.
Mary H. Holbeck, A.I.A.
Roland M. Jefferson, B.S.
Grace S. Lockwood, M.L.A.
Erik A. Neumann, M.S.
Tevy Schlafman, B.S.
Peter Chase Wilson, B.S.

Advisory Board

Donald P. Bowman - Landscape Architect, Environmental Planning Branch, Federal Aviation Administration
Raymond Brush - Secretary, American Association of Nurserymen, Inc.
Joseph Cascio - Landscape Architect
John Creech - Director, The National Arboretum
O. Keister Evans - Executive Director, American Horticulture Society
Dorn C. McGrath - Chairman, Department of Urban & Regional Planning, The George Washington University
Darwina Neal - Landscape Architect, National Capital Parks
Cary M. Parker - Landscape Architect
Sally Schauman - Landscape Architect, Soil Conservation Service, U.S. Department of Agriculture

EDITING AND PUBLICATIONS PROGRAM

Instructors

Lee Battaglia, M.A.
Henry J. Bausili, B.A.
Anita DeVivo, B.A.
Alphons J. Hackl, B.A.
Dorothy B. Kerr, B.A.
Gertrue E. Mitchell, B.A., M.A.
Eileen McClay, B.A., M.A.
Howard E. Paine, B.A.
Vita Pariente, B.A.
Dorothy Schrader, J.D.
Gloria Stevenson, B.A.

Advisory Board

Lee Battaglia - Picture Editor, HORIZON
Harvey R. Brasse - Director, Printing & Graphics Dept., The George Washington University
A. E. Claeyssens - Associate Professor of English, The George Washington University
Iris Eaton - Managing Editor, Howard University Press
Alphons J. Hackl - President, Colortone Press, Inc.; Publisher, Acropolis Books, Ltd.
Dorothy B. Kerr - President, Dorothy Kerr & Associates
Nancy S. Montgomery - Editor, CATHEDRAL AGE MAGAZINE
Peter S. Nagan - President, Goldsmith-Nagan, Inc.
James K. Page, Jr. - Member of Board of Editors, SMITHSONIAN MAGAZINE
Howard E. Paine - Chief Art Director, NATIONAL GEOGRAPHIC SOCIETY
Gloria Stevenson - Associate Editor, MANPOWER MAGAZINE, U.S. Manpower Administration
Robert C. Willson - Professor, Department of Journalism, The George Washington University

DEVELOPMENT OF FINANCIAL AID

When Continuing Education for Women was established at The George Washington University in 1964 there were almost no opportunities for adult women students to obtain financial aid. Some women were eligible for G.I. Educational benefits and a few were able to obtain tuition assistance from their employers.

Special Fellowships for Women

To assist women of outstanding ability The George Washington University approved a Special Fellowship Program for Women in 1965 for selected degree candidates in any department of the University. The first four recipients were chosen from more than 60 applicants on the basis of their academic achievement, aptitude tests, and their reasons for pursuing graduate study. As these initial recipients completed their degrees, fellowships for part-time study have been awarded to other outstanding applicants. Graduate degree programs undertaken by these women include: Adult Education, Psychology, Fine Arts, Russian History, Counseling and Guidance, English, Literature, American Studies, Women Studies, Speech Pathology, and Early Childhood Education. Two of the recipients were later accepted as doctoral candidates - one in Human Resource Development and another in Clinical Psychology. Two recipients who began at The George Washington University moved from the Washington area and completed their degrees at other universities. Since 1965 fourteen women have been assisted by this program.

Dr. Lois Schwoerer, Associate Professor of History; Dr. Charles Naeser, Professor of Chemistry; and Dr. Ruth Osborn have served on this committee for Special Fellowships for Women since its establishment in 1965.

Developing New Horizons for Women Scholarships

Lack of tuition assistance is an obstacle which confronts many women who have the time, ability, and desire to continue their education. The family budget often cannot be stretched to include tuition for the mother's education when children are in college or nearing college age. Sometimes the award of a tuition scholarship for a single course is enough to get a woman started toward her educational goals, and subsequently she manages to meet tuition costs through part-time employment, loans, or other awards. In other cases, women need continuous tuition assistance.

In the Spring Semester of 1966 a Developing New Horizons for Women Scholarship Fund was established with contributions from DEVELOPING NEW HORIZONS FOR WOMEN students and presented to Dr. Osborn at a luncheon following the completion of the course. In October, 1967, a scholarship benefit titled, "A Century of Progress of American Women", was held in Lisner Auditorium at The George Washington University. An historical presentation in costume with excerpts showing the changing role of women was written and presented by DEVELOPING NEW HORIZONS FOR WOMEN students. Another event which raised money for this fund was a benefit tour and tea at the restored Alexandria home of Josephine Walker, a DEVELOPING NEW HORIZONS FOR WOMEN student during the 1971 Spring Semester.

More recently an annual symposium, Women Today and Tomorrow, has been held in the ballroom of the Marvin Center on The George Washington University campus. Eminent women speakers are featured who address themselves to various aspects of problems of women in today's society. Symposium I held on June 10, 1972, included Felice Schwartz, Catalyst; Dr. Jessie Bernard, well-known sociologist and author; and Dr. Catharine Stimpson, Barnard College. Symposium II, May 12, 1973, included Dr. Pauli Murray, Brandeis University; Gabrielle Burton, author; Sheila Tobias, Wesleyan College; and Catherine East, Citizens' Advisory Council. Symposium III, May 11, 1974, had an international theme, featuring women speakers from other countries, moderated by Dr. Dorothy Robins-Mowry of the U.S. Information Agency. These speakers included Margaret K. Bruce, United Nations; Otilia Arosemena de Tejeira, Panama; Kehinde Mbanefo, Nigeria; Bani Haq, Pakistan; and Dr. Usha Agarwal, India. This program also included a photographic exhibit and a two-hour international film-showing.

The Developing New Horizons for Women Scholarship Fund became the Continuing Education for Women Scholarship Fund. To date 30 women have received partial tuition scholarships. In addition, several women have entered the career-oriented certificate programs through work-study scholarships.

Continuing Education for Women provided scholarships to selected inner city women to enroll in DEVELOPING NEW HORIZONS FOR WOMEN classes. Forty-five teacher aides in the D.C. public schools participated in this program. As a result some of these women continued their education at Federal City College, D.C. Teachers' College, and Washington Technical Institute and have become qualified for higher level positions in the D.C. school system and other government agencies.

The need for tuition assistance continues to be an important consideration for adult women who wish to continue their education. Women who benefited from tuition assistance in the early days of Continuing Education for Women recognize the critical importance of financial aid. As they enter paid positions, some of the women make substantial contributions to the Continuing Education for Women Scholarship Fund to enable other women to continue their education. This is the true spirit of sisterhood - "women helping women."

Other Scholarship Sources:

Columbian Women - A scholarship program was initiated by Columbian Women, an alumnae organization, which originated with the early entry of women into Columbian College of the University. Benefits, donations, and bequests have produced a fund which provides awards for scholarship assistance from the interest on investment. Most of these scholarships have gone to full-time undergraduate students or to medical students. However, in 1972, two students were awarded these scholarships for study in Continuing Education for Women programs.

Phi Delta Gamma (Beta Chapter) - This fraternity of graduate women at The George Washington University established a tuition fellowship fund. One of its fellowship awards was granted to a former DEVELOPING NEW HORIZONS FOR WOMEN student to aid in her doctoral program.

Zonta Club of Washington - For many years the Zonta Club of Washington, a service club of professional and executive women affiliated with Zonta International, has contributed scholarship funds to young women who are full-time students at The George Washington University. Since 1971 the Zonta Club of Washington has also awarded tuition scholarships to four part-time Continuing Education for Women students.

Business and Professional Women's Foundation - In 1968 the Executive Director of the Business and Professional Women's Foundation sought advice from Dr. Osborn on what could be done to assist mature women. Based on the experience of The George Washington University's program of Continuing Education for Women, scholarship assistance appeared to be the greatest need. A national Career Development Scholarship program was initiated by the Business and Professional Women's Foundation with donations from clubs in all fifty states, supplemented by foundation grants. More than 20 women have received partial tuition awards toward undergraduate and graduate programs at The George Washington University. Dr. Osborn assisted in establishing criteria for recipients and serves on the selection committee.

Danforth Foundation - One former Continuing Education for Women student received a substantial grant from the Danforth Foundation which enabled her to undertake and complete a Ph.D. degree. She is now a professor at The University of South Carolina.

Clairol Loving Care Scholarship - In September, 1974, Continuing Education for Women at The George Washington University was selected as one of 50 centers in the United States to receive a $1,000 grant for one or more women over age 35 to receive tuition assistance toward an undergraduate degree program.

Rehabilitation Traineeships - The Rehabilitation Counselor Training Program in the School of Education of The George Washington University awarded stipends to eight women who completed DEVELOPING NEW HORIZONS FOR WOMEN. These women became full-time students in the two-year program in Rehabilitation Counseling in the School of Education and later entered professional positions in rehabilitation counseling.

A few women have indicated that they have specified substantial amounts from their estates to be awarded to Continuing Education for Women upon their deaths. Interest from these future funds should produce additional scholarships for women.

As increasing numbers of individual women and organizations recognize the importance of university education in developing the potential of women, it is hoped that substantial funds for scholarships, fellowships, and loans will become available for women to attend The George Washington University.

EMPLOYMENT REFERRALS

During the past ten years the Continuing Education for Women staff has been contacted by many employers in the public and private sectors who have heard of DEVELOPING NEW HORIZONS FOR WOMEN and CAREER DEVELOPMENT FOR EMPLOYED WOMEN and wish to have women referred to them for positions. Because the counselors have knowledge of the abilities and interests of the women who have been through the programs, they have been able to refer qualified women candidates. Former students have been placed in a variety of occupational fields, including library work, journalism, research, teaching, banking, statistics, computer programming, counseling, administration, clerical, and secretarial work.

Among the organizations that have requested and hired women through the Continuing Education for Women Center are the National Academy of Sciences, the Smithsonian Institution, the Folger Shakespeare Library, the C.I.A., the National Geographic Association, American Council on Education, American Personnel and Guidance Association, Mount Vernon College, and various departments of The George Washington University. In 1965, fifteen women from DEVELOPING NEW HORIZONS FOR WOMEN were asked to evaluate proposals for Project Headstart. These temporary positions led to full-time government positions for a few of these women. In 1966 the Veterans Administration, under the direction of Irene Parsons, initiated a part-time employment program. The Continuing Education for Women staff evaluated and referred 12 women who passed the necessary examination and were appointed to regular part-time positions. Some of these women later became full-time employees. One of these former students, Marie Langley, who began as a part-time personnel staff employee became a full-time personnel staffing specialist. She is currently Federal Women's Program Coordinator for all Veterans Administration facilities.

The curriculum of the group guidance courses includes discussion and instruction in the techniques of seeking employment. This preparation has been helpful to many women in successfully obtaining part-time or full-time positions after completing these courses or additional degree programs. Students in the career-training programs (Legal Assistant, Landscape Architect Assistant, and Editing and Publications) are also given special instruction and guidance in obtaining positions using their recently acquired knowledge and skills.

It is apparent that many more employers are recognizing the advantage of hiring women whose home responsibilities have diminished and who are highly motivated to succeed, as they often specify that a mature woman is desired for a particular job. In addition, more part-time jobs have become available during the past ten years as employers recognize that a well-qualified part-time employee can be a valuable asset. However, there is still a need to develop additional part-time positions to enable more women to combine their other responsibilities with a career.

OTHER REFERRALS AND SERVICES

Some women who complete DEVELOPING NEW HORIZONS FOR WOMEN later move from the Washington area and need assistance in resuming their education at other colleges. Counselors have assisted some of these students in this transition. In other cases the colleges and universities request letters of recommendation about our former students.

An annual newsletter is distributed to Continuing Education for Women students to inform them of activities and news of present and former students.

A career library is maintained in the Continuing Education for Women Center for use by present and former students in DEVELOPING NEW HORIZONS FOR WOMEN and CAREER DEVELOPMENT FOR EMPLOYED WOMEN to aid in their career research and decision process.

Right, Marie Langley, Veterans Administration, speaks to a NEW HORIZONS student.

Left, Ann Relph interviews a NEW HORIZONS student for employment referral.

Right, NEW HORIZONS students use career materials at the Continuing Education for Women Center, Spring 1970.

ADMINISTRATIVE STRUCTURE

The successful development of Continuing Education for Women at The George Washington University has been the result of many factors.

(1) From its beginning programs were based upon research on adult women as students.

(2) Flexibility of structure within the College of General Studies for meeting needs of adult students.

(3) University administrators, including the Dean of the College of General Studies, the Provost, and the University President, provided administrative support.

(4) Autonomy delegated to the Assistant Dean, College of General Studies for Continuing Education for Women, in developing its programs and a budget based upon income produced.

(5) Professional qualifications of administrative staff, ability to empathize with adult women students, teamwork, and dedication to meeting needs of women.

(6) Cooperation by churches and other community organizations in providing off-campus classroom space.

(7) Cooperation by faculty members and community representatives who have participated as instructors, guest lecturers, and advisers.

(8) Enthusiastic response by students participating in its programs.

(9) Professional counseling services which enabled students to raise their level of aspiration and effectively use educational programs to achieve their goals.

(10) Effective public relations involving cooperation with community organizations as well as newspaper and journal articles about the program.

(11) Open admission--no prerequisites for programs, except for career training certificate programs.

(12) Continuous evaluation of programs to meet changing needs of women.

Continuing Education for Women expanded from a staff of one full-time administrator and part-time secretary to development of a comprehensive center including 11 full-time and 20 part-time professional staff and support personnel. Some of the part-time employees participate in only one class, 2 hours a week, and receive a small stipend. Others are on a salary basis. The organization chart shown on the following page presents the structure of Continuing Education for Women in 1974. The Director of Continuing Education for Women became the Assistant Dean of the College of General Studies in July, 1973. The expansion of programs resulted in the appointment of three directors in 1974: Director of Continuing Education for Women (curriculum development), Director of Counseling Services, and Director of Evaluation Services. The Assistant Dean and each Director has professional expertise in administration, teaching, counseling, or research. This combination of education, ability, and experience along with effective teamwork, provides flexibility in conceptualizing programs to meet student needs and the administrative strategies necessary for their implementation.

More than 75 per cent of current Continuing Education for Women staff were initially students in DEVELOPING NEW HORIZONS FOR WOMEN. A list of "graduates" of this course who subsequently became staff members of Continuing Education for Women is included in this section. Most of them served as part-time employees at some period of time during 1964 to 1974. For these students it was their first step in re-entry into the labor force and provided experience which aided in their upward mobility.

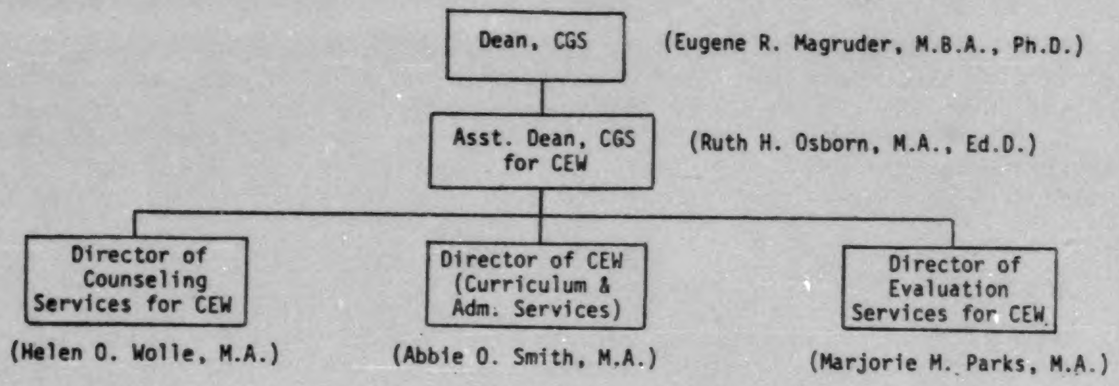
The commitment and devoted service of the part-time and full-time staff along with women who volunteered their services for special projects, as guest speakers, or as clerical assistants resulted in meeting needs of more than 5,000 women in the metropolitan Washington area.

The College of General Studies, established in 1950, provided the administrative structure for Continuing Education for Women. The Dean of the College of General Studies provides general direction, delegates responsibility, and gives support in the administration of the Continuing Education for Women Center. Because there were no guidelines based upon accomplishments of other colleges and universities the staff of Continuing Education for Women pioneered within the general framework of the College of General Studies using the resources of the University and the metropolitan Washington area. These innovative programs have been copied by colleges and universities throughout the Washington area and in many colleges and universities throughout the United States.

The initiation and expansion of Continuing Education for Women at The George Washington University was accomplished without the benefit of Federal or foundation assistance. Tuition from courses and counseling services determine the budget of the Center. A portion of income is allocated to general administrative costs of the University to cover use of facilities and general maintenance. The operating budget of Continuing Education for Women has been gradually increased based upon its income. The 1974 to 1975 budget amounted to approximately $300,000 which covers full-time and part-time administrative staff salaries, stipends to faculty, printing, publicity, travel, postage, supplies and equipment.

The administrative structure for 1974-1975 is shown on the opposite page. There is flexibility in changing structure to meet needs of students served and goals of the program.

ORGANIZATION CHART
1974-1975
Continuing Education for Women


Dean, CGS
(Eugene R. Magruder, M.B.A., Ph.D.)
Asst. Dean, CGS for CEW
(Ruth H. Osborn, M.A., Ed.D.)
Director of Counseling Services for CEW
(Helen O. Wolle, M.A.)
Director of CEW (Curriculum & Adm. Services)
(Abbie O. Smith, M.A.)
Director of Evaluation Services for CEW
(Marjorie M. Parks, M.A.)

Staff:

20 - 25 part-time counselors and assts.

Career materials specialist (part-time)

Off-campus representative (share with Director of CEW)

Secretary (1/2 time)

2 staff assistants (part-time)

Functions:

1. Administration of:
   Developing New Horizons for Women

   Career Development for Employed Women

   Career Counseling for Girls

   Individual Counseling

   Special Groups

   Student Records (confidential)
2. Staff Development of Counselors and Assistants
3. Counseling Materials and Records
4. Referrals
5. Practicum for Women Studies Students (GSAS)

Staff:

Legal Assistant Adm.

Editing & Publications Coordinator

Landscape Architect Asst. Administrator, Coordinator and Office Manager

Off-campus representative (share with Dir. of Couns.)

Public Relations Assistant
2 staff secretaries
2 staff assistants (part-time)

Functions:

1. Curriculum
   Credit Courses
   Noncredit Courses
   Career Training programs
   Special Programs
2. Administration
   Public Relations
   Brochures
   Records
   Registration
   Inquiries

Staff:

Research Associate

Psychometrist (part-time)

Secretary (1/2 time)

3 - 6 volunteers for job referrals

2 staff assistants (part-time)

Functions:

1. Psychological Testing
2. Evaluation of students for counseling
3. Evaluation of students for admission to career training programs
4. Research & Follow-up
5. Evaluation of programs
6. Financial Aid - evaluation and development
7. Employment referral and development

STAFF DEVELOPMENT

Dr. Osborn's professional qualifications in counseling psychology, research studies on women, and experience in teaching and personnel administration enabled her to select and provide in-service training to staff members in group and individual counseling of women, development of administrative services, and establishment of records for counseling and for longitudinal research on women.

Counselor Education

Counselor education has been a function of Continuing Education for Women since 1965. These services were established to meet the demand for counselors and administrators who understood the problems and life styles of women and could assist them in their career development process. Counselor education included on-the-job training of selected students from DEVELOPING NEW HORIZONS FOR WOMEN, practicum for graduate students, staff development of selected women with professional credentials, and the initiation of an M.A. program in Women Studies through the Graduate School of Arts and Sciences.

Former Students

Selected students from DEVELOPING NEW HORIZONS FOR WOMEN began first as counselor assistants and later achieved educational requirements to become professional counselors.

In 1965 Jeanne Hagen became the first counselor assistant in the Continuing Education for Women program. Her personal qualities and background in economics enabled her to assist students enrolled in DEVELOPING NEW HORIZONS FOR WOMEN and daytime off-campus credit courses. She also enrolled in counseling and psychology courses while employed on a part-time basis. On-the-job training included group procedures, administration of psychological tests, interviewing, analysis of individuals, and use of course materials. Later she completed an M.A. degree at the University of Pittsburgh. This experience and education resulted in several positions: instructor in adult education, assistant to a university provost, and counselor in Continuing Education for Women.

Joan James completed DEVELOPING NEW HORIZONS FOR WOMEN in 1966 and joined the Continuing Education for Women staff as an administrative assistant. In this position she not only assisted with the administration of a rapidly expanding program but also with several phases of counseling. Her prior experience as a personnel director enabled her to evaluate and refer women who had completed DEVELOPING NEW HORIZONS FOR WOMEN to positions in government and industry. As qualified women re-entered the labor force through this careful evaluation and referral service, increasing numbers of employers became aware of the potential of students enrolled in DEVELOPING NEW HORIZONS FOR WOMEN at The George Washington University. On-the-job training in the use of career information and educational resources resulted in effective services to students. After moving to Boston in 1969, Mrs. James has been engaged in part-time research and writing.

Ruth Basom completed DEVELOPING NEW HORIZONS FOR WOMEN in 1967 and joined the staff as a counselor in 1968. Prior to her marriage she had earned a Master of Nursing degree. As a wife of a minister she had actively participated in community activities. When her children entered college, she decided to focus on rehabilitation counseling. After completion of several courses in the rehabilitation counseling program in the School of Education at The George Washington University Mrs. Basom joined the staff of Continuing Education for Women. She has continued with the program as a part-time counselor over a seven-year period.

When Lois Northrop completed DEVELOPING NEW HORIZONS FOR WOMEN in 1969 she volunteered to work with Continuing Education for Women organizing research activities. Her M.S. degree in Physiology was out-of-date, but her interest in research, collection of data, and attention to detail resulted in assembling of data for follow-up and evaluation. She enrolled in Psychological Tests with Dr. Thelma Hunt so as to assist Dr. Osborn with administration of tests and the use of test information for research purposes. Another course in computer programming aided her research activities. After a period as a volunteer, it was possible to change Mrs. Northrop from volunteer status to a part-time paid position with responsibilities for psychological test administration and research. Mrs. Northrop became so interested in this phase of administration of counseling services that she applied and was accepted as a full-time graduate student for the Ph.D. degree in Psychology at the University of Maryland.

Marjorie Parks joined the staff of Continuing Education for Women in 1970 upon completion of DEVELOPING NEW HORIZONS FOR WOMEN. Prior to marriage and children, Mrs. Parks had earned an M.A. degree in Psychology and had prior teaching, research, and personnel experience. She began working on a part-time basis assuming duties of research, testing, and evaluation. Later she changed to a full-time status and also assumed group counseling duties. She has continued with Continuing Education for Women and served as Associate Director until September, 1974, when she was made Director of Evaluation Services for Continuing Education for Women.

Elizabeth Hill became a part-time community representative in 1971. While enrolled in a graduate program in Student Personnel Development she also served as a counselor assistant and later as a part-time counselor with DEVELOPING NEW HORIZONS FOR WOMEN classes. After completing her course work for the M.A. degree, Mrs. Hill elected to undertake a practicum at Washington Technical Institute in Washington, D.C., a two-year vocationally-oriented college which serves primarily inner city students. Upon completion of her practicum she accepted a full-time position at Washington Technical Institute in their student personnel services.

Barbara Furniss joined the staff as a part-time counselor assistant after completion of DEVELOPING NEW HORIZONS FOR WOMEN. She began prerequisite courses for a master's degree in counseling. (She had previously earned a M.A. degree in English.) In 1974 she earned the M.A. degree in Special Studies, with graduate courses in Women Studies, education, sociology, and psychology. In addition to her experience first as a counselor assistant and then as a counselor in Continuing Education for Women, she had practicum experience at The Psychiatric Institute in Washington, D.C.

Other "graduates" of DEVELOPING NEW HORIZONS FOR WOMEN who have served first as counselor assistants and then as counselors include Eleanor Fusaro, Elizabeth Crawford, Peggy Berman, Jeanne Goodhue, Kip Potts, Jo Vassallo, Marilyn Tucker, Mary Ellen Hilliard, and Sandra Poliakoff. Eleanor Fusaro, Betty Crawford, and Jo Vassallo had earned graduate degrees and had experience in teaching or social work prior to marriage. Staff development and selected courses have aided them to assume responsibility for one or more courses in DEVELOPING NEW HORIZONS FOR WOMEN. Marilyn Tucker will complete the M.A. degree in counseling in 1975. She served first as a counselor assistant and then as a counselor in the program.

Mary Ellen Hilliard served first of all as a counselor assistant and then as a counselor while completing the requirements for the M.A. program in Women Studies. In August, 1974, she was appointed by the American Personnel and Guidance Program Association as Director of the Project on Sex Equality in Guidance.

Kip Potts completed the M.A. degree in counseling in the School of Education at The George Washington University, and has been employed as a part-time counselor for DEVELOPING NEW HORIZONS FOR WOMEN and CAREER DEVELOPMENT FOR EMPLOYED WOMEN. Sandra Poliakoff completed the M.A. degree in Rehabilitative Counseling and worked as an assistant counselor for CAREER DEVELOPMENT FOR EMPLOYED WOMEN, while a full-time counselor with the D.C. Department of Rehabilitation.

Fan McCollum was awarded a special fellowship for women after completing DEVELOPING NEW HORIZONS FOR WOMEN in 1968. She earned her M.A. degree in counseling through the School of Education in 1970 and joined the staff of Continuing Education for Women. Later she became a school counselor in Prince George's County, Maryland, and is currently a college instructor in Illinois.

Practicum Students

Sherry Soper, who completed DEVELOPING NEW HORIZONS FOR WOMEN in 1973 as part of her M.A. degree program in counseling for the School of Education, spent another semester engaged in practicum with Dr. Osborn. After completion of her M.A. degree Ms. Soper adapted DEVELOPING NEW HORIZONS FOR WOMEN to high school girls and offered CAREER COUNSELING FOR GIRLS during Summer 1973. Trudy Bernstein who formerly served as Assistant Director for Continuing Education for Women at a college in Pennsylvania, assisted Sherry Soper with the first session of this course, and continued teaching CAREER COUNSELING FOR GIRLS after Ms. Soper moved to Rochester, New York. As a result of her education and experience, including practicum with Continuing Education for Women, Ms. Soper was employed as Assistant Director of Continuing Education for Women at Nazareth College, and later promoted to Director of Financial Aid.

Jean Swenson joined the staff of Continuing Education for Women first as a practicum student and than as a part-time staff counselor in 1968. Prior to beginning a graduate degree program she consulted Dr. Osborn about the academic route to prepare for Continuing Education for Women administration. Several alternative major fields were suggested. She selected Student Personnel Administration under the direction of Dr. Virginia Kirkbride of the School of Education. When Mrs. Swenson later moved to Dallas, Texas she started a course similar to DEVELOPING NEW HORIZONS FOR WOMEN and offered it through the YWCA. When her husband transferred to Philadelphia, Pennsylvania, Mrs. Swenson was recommended by Dr. Osborn for a vacancy as Director of Continuing Education for Women at Temple University where she has served for five years.

Professional Staff Not Previously CEW Students

Elizabeth Finlayson joined the Continuing Education for Women staff in 1966 while a doctoral student in counseling. She gained experience in group and individual counseling with students enrolled in DEVELOPING NEW HORIZONS FOR WOMEN and in off-campus daytime credit courses. On-the-job training also included gaining knowledge of educational resources, psychological testing, assistance to women in overcoming problems in achieving their educational and career goals. Because of her professional education in counseling, Mrs. Finlayson contributed to the program in organizing bibliographic materials, updating career information, and research on abilities of women. This information was used in subsequent reports and speeches about the Continuing Education for Women program. Mrs. Finlayson moved to Germany when her husband was transferred in 1968. She completed her doctoral dissertation while in Germany with a few return trips to Washington, D.C. Her experience in Continuing Education for Women assisted in her selection of a dissertation topic and design for A STUDY OF THE WIFE OF THE ARMY OFFICER: HER ACADEMIC AND CAREER EMPLOYMENT AND VOLUNTEER SERVICES. When her husband retired from the Army, Dr. Elizabeth Finlayson became a faculty member at Madison College, Virginia. She was recently promoted to Dean of Summer Sessions.

Ruth S. Wanger joined the staff of Continuing Education for Women in 1967. Her prior experience in the University's personnel department and an M.A. degree in counseling enabled her to contribute significantly to the program. She gained on-the-job experience in counseling mature women students and assumed supervisory responsibilities as Assistant Director of Continuing Education for Women when the program expanded. After two years in this position she made a decision to devote full-time to graduate study, followed by a year's internship in psychology at the National Institute of Health. Subsequently she became a full-time psychologist on the staff of the Psychiatric Institute of Washington, D.C. Dr. Wanger has continued her association with Continuing Education for Women as a part-time associate professorial lecturer, teaching a daytime off-campus credit course as her schedule permits. Her education and experience have been particularly helpful for Women Studies graduate students who enroll in Education 258: TECHNIQUES OF COUNSELING.

Abbie O. Smith became a part-time staff member of Continuing Education for Women in 1968 while serving as a supervisor of student teachers for the School of Education. In-service experience in counseling mature women enabled her to assume counseling and administrative duties as Assistant Director of Continuing Education for Women when Ruth Wanger returned to full-time graduate study. Mrs. Smith was later promoted to Associate Director and then to Director of Continuing Education for Women when Dr. Osborn became Assistant Dean of the College of General Studies for Continuing Education for Women. Her major responsibility has been curriculum development to meet needs of students. As shown in previous sections, the initiation of new courses and programs enabled the Continuing Education for Women Center to expand.

Helen O. Wolle, M.A. in Ed., joined the staff as a professional counselor in 1971, first on a part-time basis and then as a full-time administrator-counselor. She had prior teaching experience at all levels, as well as administrative experience. Effective in the Fall of 1974 she became Director of Counseling Services for Continuing Education for Women after a period as Associate Director of Continuing Education for Women. In addition to administrative responsibilities, her duties include the staff development of part-time counselors and counselor assistants for DEVELOPING NEW HORIZONS FOR WOMEN, CAREER DEVELOPMENT FOR EMPLOYED WOMEN, CAREER PLANNING FOR YOUNG WOMEN, and individual counseling. She also serves as coordinator of practicum for M.A. students in Women Studies, and expects to earn her Ed.D. in 1976.

Marian S. Cosgrove joined the full-time Continuing Education for Women staff as a counselor and coordinator of special programs in October, 1974. A former Dean of Women in Oregon, she had earned an M.A. in counseling as a mature "returning student". Prior to her marriage she had had extensive experience in public relations. Her responsibilities include coordinating government contract programs for Continuing Education for Women as well as serving as a counselor for CAREER DEVELOPMENT FOR EMPLOYED WOMEN.

Additional professional counselors who have served as part-time staff for DEVELOPING NEW HORIZONS FOR WOMEN and CAREER DEVELOPMENT FOR EMPLOYED WOMEN include Trudy Bernstein, M.A.; Felicia Elmer, M.A.; Ruthadele Hauck, Ed.S.; and Marie Schou, M.A.

Other Staff Members

Other professional staff members who had been students in DEVELOPING NEW HORIZONS FOR WOMEN include Julanne Green, Alma Yeomans, Mary Jo Strauss, and Shu-Teh (Nancy) Yang.

Julanne Green who had earned an M.A. degree prior to her marriage, became the first community representative for Continuing Education for Women after she completed DEVELOPING NEW HORIZONS FOR WOMEN in 1969 until she moved to Costa Rica in 1971.

Mary Jo Strauss, who earned a Ph.D. in physical chemistry prior to her marriage, became interested in research in connection with counseling of women after she completed DEVELOPING NEW HORIZONS FOR WOMEN. She enrolled in several Women Studies courses to gain background on women and worked with Marjorie Parks to revise questionnaires, and systematize the data that had been assembled. This information is used for annual evaluation of counseling services and development of new programs to meet needs of women. In addition, Dr. Strauss has assisted Dr. Osborn with the collection and analysis of data and with the writing of this report on Continuing Education for Women.

Alma Yeomans earned an M.A. in Government at The George Washington University after completing DEVELOPING NEW HORIZONS FOR WOMEN, and worked as a management consultant and then as a project director for the President's Advisory Council on Management Improvement for two years prior to joining the staff of Continuing Education for Women as Executive Associate. For one year she served as an administrator with Continuing Education for Women and with Women Studies. In the Fall of 1974 she became a full-time administrator with the Women Studies program in the Graduate School of Arts and Sciences.

Nancy Yang, a graduate in statistics from Nanking, China, has assisted with the collection and coding of data for research studies since she completed DEVELOPING NEW HORIZONS FOR WOMEN in 1970, first as a volunteer and then as a part-time employee.

Ellen Berlow who had prior public relations experience joined the staff on a part-time basis as community representative in 1973. She represents the Continuing Education for Women program through speaking engagements, preparation of material for local publications, and paid advertising.

Betty Craig, Pauline Lowe, Veronica Lange, and Esther Stanton have served as editors of an annual newsletter for Continuing Education for Women students.

The success of Continuing Education for Women has been due not only to the effectiveness of the counselors and administrators but also to the outstanding staff assistants who assumed responsibilities for office functions. Their personal qualities of enthusiasm for the program, concern for the students, accuracy, service, and loyalty, as well as their ability to perform complex tasks, enabled Continuing Education for Women to serve hundreds of women in the metropolitan Washington area. Most of the staff assistants have been graduates of DEVELOPING NEW HORIZONS FOR WOMEN prior to becoming part-time or full-time employees. The range of service to the program has been one semester to seven years. Staff assistants as of December, 1974, include Priscilla Allen, Patricia Barr, Veronica Lange, Linda Laux, Gladys McKenzie, Kay Rose, Linda Rosen, and Elizabeth Vos.

The staff of Continuing Education for Women.
Standing: K. Rose, B. Clements, V. La[illegible], M.J. Strauss, A. Smith, M. Cosgrove, M. Parks, E. Vos. *Seated (middle row):* H. Wolle, N. Yang, M. James, Dr. Osborn. *Seated (front row):* P. Allen, L. Rosen.

CONTINUING EDUCATION FOR WOMEN CENTER

Fall 1974

ADMINISTRATIVE AND COUNSELING STAFF

Ruth H. Osborn, Ed.D., Assistant Dean, College of General Studies for Continuing Education for Women
Abbie O. Smith, M.A. in Ed., Director of Continuing Education for Women
Marjorie M. Parks, M.A., Director of Evaluation Services for CEW
Helen O. Wolle, M.A. in Ed., Director of Counseling Services for CEW
Alma Yeomans, M.A., Executive Associate for Women Studies
Margaret James, Office Administrator and Coordinator of Landscape Architect Assistant Program
Jan Dietrich, B.A., Administrator, Legal Assistant Program
Barbara Clements, B.A., Coordinator, Editing and Publications Program
Marian S. Cosgrove, M.Ed., Coordinator of Special Programs and Community Representative
Mary Jo Strauss, Ph.D., Research Associate
Nancy Yang, B.S., Research Assistant
Ellen Berlow, B.A., Community Representative
Veronica Lange, Editorial Secretary for Administration
Priscilla Allen, Secretary for Career Programs
Linda Rosen, B.A., Secretary for Counseling and Evaluation Services

PART-TIME COUNSELORS AND ASSISTANTS

Mary Aronoff, B.A.
Frederica Baer, Ed.D.
Ruth Basom, M.N.
Trudy Bernstein, M.A. in Ed.
Felicia Elmer, M.A.
Barbara Furniss, M.A.
Eleanor Fusaro, M.S.W.
Mildred Giller, B.A.
Ruthadele Hauch, Ed.S.
Gertrude Kramer, M.A.
Eleanor McMahon, M.A.
Geraldine O'Day, M.A.
Sandra Poliakoff, M.A.
Kip Potts, M.A.
Kathryn Reilly, M.S. in Ed.
Ruth Rothschild, B.A.
Marie Schou, M.A.
Mary Lou Simpson, B.A.
Barbara Thompson, M.A. in Ed.
Marilyn Tucker, B.A.
Josephine Vassallo, M.A.
Ruth Velander, B.A.

PART-TIME STAFF ASSISTANTS

Katherine Barr, B.A.
Linda Laux, B.A.
Gladys McKenzie
Kay Rose
Elizabeth Vos

"Graduates" of DEVELOPING NEW HORIZONS FOR WOMEN Who Subsequently Became Affiliated With Continuing Education for Women
1964 - 1974

ADMINISTRATIVE STAFF

*Jan Dietrich, B.A. Administrator, Legal Assistant Program
Julanne D. Green, M.A. Community Representative
Elizabeth Hill, B.A. Community Representative
Barbara Hitchcock, M.A. Community Representative
Joan James, Administrative Assistant
*Margaret James, Office Manager and Coordinator, Landscape Architect Assistant Program
Lois Northrop, M.A. Research Associate
*Marjorie M. Parks, M.A. Director of Evaluation Services for CEW
*Mary Jo Strauss, Ph.D. Research Associate
*Alma Yeomans, M.A. Executive Associate (Women Studies and CEW)

COUNSELORS (Part-time)

*Ruth Basom, M.N.
Peggy Berman, M.A. in Ed.
Charlotte Conable, B.S.
Betty Crawford, M.A.
*Barbara Furniss, M.A.
*Eleanor Fusaro, M.S.W.
Jeanne Goodhue, M.A.
Elizabeth Hill, B.A.
Mary Ellen Hilliard, M.A.
Fan McCollum, M.A.
*Sandra Poliakoff, M.A.
*Kip Potts, M.A.
Sherry Soper, M.A.
*Marilyn Tucker, B.A.
*Jo Vassallo, M.A.

COUNSELOR ASSISTANTS (Part-time)

Jane Arndorfer, M.A.
Mary Virginia Busby, B.A.
Davida Erickson
*Mildred Giller, B.A.
Gene Haddon, B.A.
Jeanne Hagen, B.A.
Judith Langsdon, B.A.
Betty Lindsay, B.A.
*Eleanor McMahon, M.A.
Geraldine O'Day, M.A.
Joyce Ott, B.S.
Louise Risse, B.S.
*Ruth Rothschild, B.A.
Pat Schifferli, B.A.
Nadine Silman, B.S.
*Mary Lou Simpson, B.A.
Phyllis Spurlock, B.S.
Barbara Thompson, M.A. in Ed.
Susan Tipton, B.A.
Jean Tolbert, B.A.
*Ruth Velander, B.A.

STAFF ASSISTANTS (Full-time and part-time)

*Katherine Barr, B.A.
Betty Craig
Ruth Craig, B.A.
Virginia Graham
Bonnie Grant
Carol Hendricks
Mary Elizabeth Loomis, B.A.
Pauline Lowe, B.S.
*Gladys McKenzie
Jane Patton
*Veronica Lange
Judy Peabody, B.A.
Frances Root
*Kay Rose
Susan Sherman
Evelyn Slinkman, B.A.
Pat Takken, B.A.
*Elizabeth Vos
Evelyn Washington, B.A.
Virginia White
Beverly Williams
*Nancy Yang, B.S.

INSTRUCTORS (Noncredit courses)

Maida Armstrong, B.A. and Martha Ross, B.A. INTRODUCTION TO ORAL HISTORY
Olive Carr, B.S.W. NEWLY SINGLE WOMAN
Frances Chalmers, B.A. A BUSINESS OF YOUR OWN
Adelaide Furman INTERNATIONAL AFFAIRS SEMINAR
*Patricia Hass COMMERCIAL WRITING
*Virginia Kahl, M.L.S. WRITING AND ILLUSTRATING CHILDREN'S BOOKS
*Suzanne Roethel, M.A. CONFERENCES: LARGE AND SMALL
*Hennie Schneider, M.L.S. INTRODUCTION TO LIBRARY SCIENCE
Myra Sklarew, M.A. POETRY AND FICTION WORKSHOP

*Indicates employed by CEW as of December, 1974.

MASTER OF ARTS PROGRAM IN WOMEN STUDIES

A concentration in Women Studies within the Master of Arts in Special Studies at The George Washington University evolved from an awareness of the need for counselors of women and administrators of Continuing Education for Women and other women's programs who have an understanding of women based on interdisciplinary study.

In 1971 Dr. Eugene R. Magruder, Dean of the College of General Studies, provided a grant from College of General Studies research funds to develop the Master of Arts in Special Studies with an area of concentration in Women Studies. These funds were used for the development of a planning committee from the departments of anthropology, economics, history, philosophy, physiology, psychology, and sociology, as well as from Continuing Education for Women. Also, staff members of Continuing Education for Women visited selected colleges where undergraduate courses in Women Studies were being offered.

In addition to providing opportunities to develop counselors and administrators of women's programs, the planning committee enlarged the goals of the degree program to include preparation of students as (1) instructors for Women Studies courses at the secondary and post-secondary levels, (2) managers for government and business responsive to women's issues and problems, and (3) researchers who could effectively interpret and communicate their findings about women.

Dr. William F.E. Long, Associate Dean of the Graduate School of Arts and Sciences, provided direction to the planning committee in meeting requirements of the Graduate School of Arts and Sciences. The interdisciplinary Master of Arts in Special Studies provided the framework for the Women Studies program. It was determined that each student's program would be designed individually, based on prior education, experience, and goals.

The proposal for the Women Studies program was presented by Dr. Arthur E. Burns, Dean of the Graduate School of Arts and Sciences, to the Dean's Council at its September 20, 1972, meeting and was unanimously approved.

The Committee on Women Studies appointed by the Dean of the Graduate School of Arts and Sciences to administer the program included: Dr. Ruth H. Osborn, Continuing Education for Women (Coordinator); Dr. Thelma Z. Lavine, Philosophy Department; Dr. Lois G. Schwoerer, History Department; Dr. Suzanne L. Simons, Anthropology Department; and Dr. M. Elizabeth Tidball, Physiology Department.

The Committee on Women Studies established the following curriculum:

REQUIRED WOMEN STUDIES COURSES

Semester Hours

Women Studies 220 - SELECTED TOPICS ON WOMEN

Research and theory from the disciplines of anthropology, economics, history, literature, philosophy, physiology, and psychology. 3

Women Studies 221 - WOMEN IN PERSPECTIVE

Past, present, and developing roles of women, based upon interdisciplinary study. (Prerequisite: W ST 220) 3

Women Studies 283 and 295 or Women Studies 299-300 6

Women Studies 283 - PRACTICUM IN WOMEN STUDIES (3)

Field experience in agencies engaged in counseling, instruction, or supervision of women, and in related research.

Women Studies 295 - INDEPENDENT RESEARCH IN WOMEN STUDIES (3)

Supervised independent research. Students will be expected to contribute to the present body of knowledge in an historical, literary, or statistical study of women.

Women Studies 299-300 - THESIS RESEARCH (3 - 3)

TOTAL REQUIRED WOMEN STUDIES SEMESTER HOURS 12

ADDITIONAL COURSES

Courses may be elected from other departments of the University based upon goals of the student. Not more than 12 semester credits may be taken in any one department. At least 18 semester credits (including Women Studies courses) must be the Arts and Sciences. 24

TOTAL REQUIRED DEGREE PROGRAM SEMESTER HOURS 36

ELECTIVES

Elective courses in Women Studies were first designed and offered in 1973-1974 to meet the goals of students in the Program. These electives included:

Women Studies 231 - WOMEN AND THE LAW (3)

An examination of the status of women in selected areas of the law. Emphasis on marital status, employment, media, education, health services, crime and the Constitution.

Women Studies 235 - COUNSELING AND CAREER DEVELOPMENT OF WOMEN (3)

Multidimensional analysis of factors, theories, problems and practices in career development and its relationship to counseling women.

Women Studies 240 - WOMEN AND THE POLITICAL SYSTEM (3)

A comprehensive analysis of women and politics at federal, state, and local levels. Also voting patterns, election management, and the impact of the women's movement on the two-party system.

Members of the Committee on Women Studies designed and taught Women Studies 220 and 221, with selected guest lecturers. Women Studies 220 - SELECTED TOPICS ON WOMEN, the initial course in the curriculum, was first offered during Spring Semester 1973, followed by Women Studies 221 - WOMEN IN PERSPECTIVE during Fall Semester 1973. Dr. Marguerite Rawalt developed and taught Women Studies 231 - WOMEN AND THE LAW beginning Fall Semester 1973. Dr. Ruth Osborn designed Women Studies 235 - COUNSELING AND CAREER DEVELOPMENT OF WOMEN as part of the program of study for students whose goals were counseling of women. This course was first taught during Spring Semester 1974. Women Studies 240 - WOMEN AND THE POLITICAL SYSTEM was added to the curriculum Fall Semester 1974, designed and taught by Dr. Susan Tolchin and Louise Conner. Dr. Gail Paster, Assistant Professor of English, was asked to develop and teach a course titled WOMEN IN ENGLISH RENAISSANCE LITERATURE to be offered during Spring Semester 1975.

The program began with 7 degree candidates and 20 nondegree students in January, 1973, and by Fall Semester 1974, 85 students had been accepted as degree candidates. The majority of these students have enrolled on a part-time basis. Most of these graduate students are residents of the metropolitan Washington area, but increasing numbers have moved temporarily to the Washington area to enroll in this Master's degree program. They have come from Alabama, California, Connecticut, Florida, Massachusetts, Montana, New Hampshire, New York, and Texas. A Student Advisory Board meets with the Committee on Women Studies to advise on student concerns.

The first graduate of the program, Mary Ellen Verheyden-Hilliard, was selected by the American Personnel and Guidance Association as Project Director for their Federally funded program on Sex Equality in Guidance Opportunities.

In July, 1974, Dr. Henry Solomon became Dean of the Graduate School of Arts and Sciences and has provided further leadership to the Committee on Women Studies. Dr. E. C. Caress and Dr. David Rowley, Assistant Deans in the Graduate School of Arts and Sciences also provide direction.

MEDIA

Local, national, and international newspapers and magazine articles, professional journals, radio and television, and publications of The George Washington University have described the University's programs of Continuing Education for Women to a vast audience. As a result, inquiries and enrollments in courses have steadily increased and other colleges and universities have adapted these programs to their own campuses.

Newspapers

The first article describing DEVELOPING NEW HORIZONS FOR WOMEN appeared in the March 18, 1964, issue of The Evening Star. A half-page article appeared in The Washington Post, Sunday, November 8, 1964, based on interviews with women who had completed the first course. On December 12, 1965, "Campus Goes to the Housewife" appeared in The Sunday Star, describing the University's innovative effort to offer daytime credit courses for women in the suburbs.

An article titled "Washington Mothers Go Back to School - and Learn Self-Confidence" appeared in the January 6, 1966, issue of The New York Times, describing the "graduation" of 100 women from DEVELOPING NEW HORIZONS FOR WOMEN.* Through The New York Times News Service the article was repeated in newspapers throughout the country with various headings: "Course Gives Mom Chance for Starting New Career" (Ft. Worth, Texas); "Mothers Go Back to School to Add Class to Living" (Louisville, Ky.); "School Helps Mothers Seeking New Horizons" (Milwaukee, Wisc.). In Frankfurt, Germany the article appeared as "Mütter über vierzig."

Reporters for The Washington Post and The Evening Star continued to write articles about Continuing Education for Women, climaxed by a five-part series of articles written by Mary Jane Fisher which appeared in The Sunday Star and The Evening Star, August 31-September 4, 1969.* This series created unusual interest among women in the metropolitan Washington area which resulted in an unprecedented number of telephone inquiries being received by the Continuing Education for Women offices. Additional classes in DEVELOPING NEW HORIZONS FOR WOMEN were offered in Maryland and Virginia as well as the University campus to accommodate students interested in participating in DEVELOPING NEW HORIZONS FOR WOMEN.

Continuing Education for Women at The George Washington University predates the recent women's movement. With increasing activity among women's groups the suburban newspapers in the metropolitan Washington area have published additional articles and news releases about the various programs.

Magazines and Journals

The National Business Woman, the magazine of the National Federation of Business and Professional Women, highlighted Continuing Education for Women at The George Washington University in October, 1965, with its article, "Operation Update".

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*See Appendix

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The March, 1966, issue of American Education, a publication of the Department of Health, Education and Welfare, featured DEVELOPING NEW HORIZONS FOR WOMEN in an article titled "Women Moving Ahead."

The Women's Bureau of the U.S. Department of Labor published Leaflet No. 10, Continuing Education Programs for Women, prepared by Jean Wells, in September, 1966. At that time 90 programs of Continuing Education for Women were described, ranging from comprehensive centers to one or two courses. This publication was revised in 1968 and 1971 and published as Continuing Education Programs and Services for Women. These revisions showed by numbers and services offered the rapid development of programs to meet needs of women.

The American Association of Junior Colleges, Occupational Education Bulletin, dated April 15, 1968, included an article about The George Washington University program of Continuing Education for Women titled "A Notable Program of Continuing Education for Women."*

> "....Because the program is more advanced than most and because it has proved so effective the Occupational Education Bulletin has chosen it as a prototype of the kind of work being done in women's education. It is hoped that junior colleges will find this profile helpful in developing similar programs. Virtually everything in this program could be offered by a junior college."

Other articles about Continuing Education for Women have been published in The Phi Delta Gamma Journal (1966), Women's Education of the American Association of University Women (1965, 1966), Military Living (Jan. 1970), Adult Leadership of the Adult Education Association of the U.S.A. (April, 1971), The Retired Officer (Jan. 1972), Parent's Magazine (Jan. 1972), The Lamp of Delta Zeta (Spring, 1972), and Dynamic Maturity (March, 1972). In addition, the various publications of The George Washington University, Alumni Review, The George Washington University Magazine and The George Washington University Times have included articles about the programs of Continuing Education for Women.

Women Today, established by Myra Barrer in 1970, has included the many programs and special events offered through The George Washington University's program of Continuing Education for Women.

The Legal Assistant Program has been featured in several publications of the American Bar Association: Pro Bono Report (April, 1973), Legal Economic News (July, 1973), The Training and the Use of Legal Assistants: A Status Report (1974), The Student Lawyer (January, 1975). The George Washington University Times described the Legal Assistant Program in "Busy Lawyer Needs Assistant", in its December, 1973 issue.*

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*See Appendix

Radio and Television

Arlene Francis on her radio program, EMPHASIS, January 24, 1966, presented the following script titled "Washington Mothers at School."

> "This is Arlene Francis, EMPHASIS, WOMEN... If you were to hear the following description of a woman, what category would you say she fits into? She is forty-two years old and the mother of two or three children between the ages of twelve and twenty. She went to college and worked for a year or two before being married. Since then her life has consisted primarily of being wife and mother. What is she? She's the average student in the 'Developing New Horizons' course at George Washington University in Washington, D.C.
>
> "'Developing New Horizons' is a fifteen-week course designed for women who have children who are grown or nearly grown, women who wake up one morning and find that their children are away at school or summer camp and that there are no children's bedrooms to be straightened up, very little laundry to be done, no lunches to pack and no young lives that need her immediate supervision. There are thousands upon thousands of American women who find themselves in this position, and many of them slip into the indolent pattern of the country club, lunches with the girls and bored bridge clubs.
>
> "You know, every time I bring up this subject, whether it's women in industry or education for women, we get some angry mail stating that a woman's place is in the home. Now, there's no doubt there are many women who either because of circumstances or a limited innate potential cannot take on the added responsibilities of working or going to school without jeopardizing their domestic duties, but there are many, many more who can. And if those who can enrich themselves and contribute to the national economy don't do it, they constitute a great waste. Women who have completed the New Horizons course have gone into part-time careers of enormous variety. They have gone into government, community service, managerial and personnel work. And many have decided to go on with their education to earn a B.A. or graduate degree. But their motives aren't always the same. One graduate has said, 'I don't need the money, but I don't want to have a dormant mind. I don't want my children to think I'm boring.' That seems to be a pretty good reason for going to school, doesn't it?
>
> "George Washington University's program is not unique. All over the country academic institutions are awakening to the fact that a woman's responsibility and her usefulness go into a gradual decline as her children progress through adolescence. She has a choice between stagnation or using that extra time for some positive purpose. And those institutions fully realize the

> problems involved and have designed their courses with great flexibility. Chances are if you want to further your education under such circumstances, you'll be able to find a nearby school with a program that suits your needs. It takes two things to begin: First the realization that you have the opportunity, and second a certain amount of courage. American women have both. This is Arlene Francis, NBC, EMPHASIS."

Local radio and television news and special programs presented interviews with Dr. Ruth Osborn, Abbie O. Smith, and students from Continuing Education for Women classes. NBC's Channel 4 presented four, one-half hour programs during the past ten years. Each of those programs was made into a 16 mm movie, which could be used to send to other colleges and universities throughout the United States to aid them in developing programs for women. Dr. Osborn was invited to appear on NBC's TODAY Show on August 27, 1970. She was interviewed by Hugh Downs and Aline Saarinen about DEVELOPING NEW HORIZONS FOR WOMEN. Again inquiries were received from colleges and universities and individual women throughout the country indicating their interest in a similar program.

In addition to local and national programs, Voice of America of the U.S. Information Agency interviewed staff members of Continuing Education for Women for rebroadcast in countries throughout the world. A student currently enrolled in off-campus credit courses offered through Continuing Education for Women at The George Washington University claimed she is a student in our program because she heard Dr. Osborn being interviewed on a Voice of America broadcast in Brazil. "When she said, 'Women are the world's greatest untapped resource', I just knew she meant me, so I'm developing my potential through continuing my education. I never knew then that I would be living in Washington and attending The George Washington University."

* * * * * *

The positive response of the media to the University's programs for women extended the outreach effectiveness to include not only students but also other colleges and universities, local and national organizations.

A letter to the Editor of The Evening Star written by Dr. Lloyd H. Elliott, President of The George Washington University, in response to the series of articles from August 31 to September 4, 1969, communicated this awareness.

> "I want to express to you the appreciation of The George Washington University for your fine editorial judgment in running the series 'From Family to Future,' by Mary Jane Fisher on our University's Developing New Horizons for Women program. As The Evening Star has already noted, the response has been enormous.
>
> "I believe your running the series has been an excellent example of the public service a metropolitan newspaper can give its community and its institutions. As a result of the series, your readers have been made aware, in a skillful way, that George Washington University seeks to meet the contemporary needs of the Washington area, and those individuals who have expressed interest in the program have learned that George Washington University can offer them a way to broaden their lives."

ASSISTANCE TO OTHER COLLEGES AND UNIVERSITIES

From across the nation and around the world have come requests to the Center of Continuing Education for Women at The George Washington University. Administrators and faculty members from hundreds of colleges and universities have sought assistance through personal visits or by correspondence in beginning courses for women who were re-entering college or returning to the labor market. Other embryo programs have asked for suggestions in expanding their course offerings.

The Assistant Dean and staff directors have spoken at conferences and workshops throughout the metropolitan Washington area for educational, government, and community organizations. The Assistant Dean has been a conference or symposium speaker at colleges and universities in Florida, Maryland, Massachusetts, Missouri, Ohio, Pennsylvania, Nevada, North Carolina, Tennessee, Virginia, and Wisconsin. On occasion, former staff members and former students have accepted positions for which they were qualified at other institutions, and accordingly, extended the outreach of The George Washington University program. A sample of the colleges and universities assisted by the Continuing Education for Women staff at The George Washington University include the following:

Alverno College (Milwaukee, Wisconsin)

> In January, 1966, a New York Times News Service article about DEVELOPING NEW HORIZONS FOR WOMEN attracted the attention of the newly-appointed Director of Continuing Education for Women, Sister Agnes Pertsborn, of Alverno College. A visit to Washington in April, 1966, to consult with Dr. Osborn enabled Alverno College to begin a similar course at the Milwaukee campus in 1967. Dr. Osborn was invited to Alverno College in 1967 and again in 1968 and because of her services to this college was presented a citation for distinguished contribution to the Continuing Education of Women at the Milwaukee Summerfest in July, 1968.

College of Notre Dame of Maryland (Baltimore)

> DEVELOPING NEW HORIZONS FOR WOMEN was first offered on the campus of the College of Notre Dame by the Continuing Education for Women counseling staff from The George Washington University during Fall Semester 1973, at the invitation of President Sister Kathleen Feeley and Director of Continuing Education, Mary Lu McNeal. Selection of counselors and assistant counselors by Dr. Osborn from the first class, followed by in-service training and on-the-job supervision under the guidance of The George Washington University staff, enabled the selected Notre Dame counselors to assume full responsibility for the classes during Fall Semester 1974. Consultation with The George Washington University staff continues to be provided as requested.

Essex Community College (Baltimore County, Maryland)

Following inquiries and a visit to The George Washington University Center of Continuing Education for Women in 1969, Lee J. Richmond wrote a year later, "We have both course work and a guidance program, a modification of The George Washington University program....I feel the success of the program at Essex is due to assistance from The George Washington University." Dr. Richmond is currently Chairman of the Psychology Department at Dundalk Community College where she has continued to promote educational opportunities for women.

University of California Extension (Riverside, California)

Martha McLean from the Special Programs department wrote in 1966 about the help she received from visiting DEVELOPING NEW HORIZONS FOR WOMEN at The George Washington University in 1965. "...talking about your course helped me in planning our new fall programs for women....I am indebted to you for a number of ideas. The focus of the series, 'The New Step: Choice and Challenge' stems from your experience (at GWU)."

Temple University (Philadelphia, Pennsylvania)

Jean Swenson, who had been a part-time Continuing Education for Women counselor at The George Washington University was named Director of Continuing Education for Women at Temple University in 1970. Special Assistant to the Vice President, Harry S. Gallagher, had sought recommendations from Dr. Osborn. Jean Swenson's Continuing Education for Women experience and a recent M.A. degree from The George Washington University in Student Personnel Administration qualified her for this position. In 1973 Dr. Osborn was keynote speaker for the Delaware Valley Conference on Continuing Education for Women hosted by Temple University.

University of Maryland (College Park, Maryland)

W. Thomas Engram visited the Continuing Education for Women Center at The George Washington University in 1971 to gain background for developing special programs and courses for women. A subsequent Federal government grant enabled the University of Maryland to offer group counseling workshops in selected areas of the state. In October, 1974, Dr. Osborn was invited as keynote speaker on "How to Have a Program of Continuing Education for Women" for representatives of colleges and universities throughout the state, sponsored by the University of Maryland at Towson State College.

Vanderbilt University (Nashville, Tennessee)

Margaret Cuninggim, Dean for Student Life at Vanderbilt University, requested an appointment to visit The George Washington University Center of Continuing Education for Women in January, 1972, to discuss the development of Continuing Education for Women programs and to obtain materials about The George Washington University program. In 1973 Dean Cuninggim invited Dr. Osborn as a guest speaker at a Continuing Education Symposium for community women on the theme of "Choice and Change for Women."

Council for the Continuing Education of Women, Inc. (a consortium group representing South Florida Colleges)

The New York Times 1966 article about The George Washington University program prompted Mrs. Sydney Weintraub to request information about DEVELOPING NEW HORIZONS FOR WOMEN. The following year, Mrs. Arthur Stebbins wrote for further assistance with the question, "Where do we go from here?" Mrs. Stebbins later visited The George Washington University program and utilized some of these ideas in the Florida program for women.

Florida Atlantic University (Boca Raton, Florida)

Carolyn V. Fluet, Director of Government Career Development Programs of Florida Atlantic University, visited the Center for Continuing Education for Women at The George Washington University in 1973 for advice on expanding their programs for women during October, 1974. Dr. Osborn participated as a Workshop leader and speaker at their Conference on Women: Contribution to Management presented by the College of Business and Public Administration, which was attended by educators and business managers from the state of Florida.

External Degree Planning, Consortium for Central New York

Francis U. Macy, Executive Director, requested in 1971 an opportunity to discuss the Continuing Education for Women counseling services and educational programs at The George Washington University. In 1974 Dr. Macy visited The George Washington University Center for Continuing Education for Women and described to the staff the regional counseling network which was developed using The George Washington University plan as one model.

During Summer Session 1965, Wandalyn Hiltunen had the opportunity to gain practicum experience with Dr. Osborn while she attended a two-week workshop on Counseling Mature Women, sponsored by the American Association of University Women in Washington, D.C. Later she became Director of Continuing Education for Women for Orange Coast College, California, conducting a course similar to DEVELOPING NEW HORIZONS FOR WOMEN.

In addition to direct assistance to representatives of colleges and universities in the metropolitan Washington area, a few women who had been students in DEVELOPING NEW HORIZONS FOR WOMEN were subsequently employed as counselors or administrators at Northern Virginia Community College and George Mason University (Virginia); Montgomery Community College and the University of Maryland (Maryland); Mt. Vernon College, Trinity College, and American University (D.C.).

As a result of the article in the Occupational Education Bulletin, published by the American Association of Junior Colleges in 1968 (now the American Association of Community and Junior Colleges), more than 100 community colleges wrote for assistance in beginning programs of Continuing Education for Women. A 20-page report along with brochures and reprints of articles were mailed to those colleges requesting assistance. As shown by the revised editions of Leaflet No. 10, Women's Bureau, U.S. Department of Labor, on Continuing Education for Women Programs and Services, for 1968 and 1971, the expansion of Continuing Education for Women programs at the junior college and community college level burgeoned after 1968.

To assist colleges and universities further, the WORKBOOK for DEVELOPING NEW HORIZONS FOR WOMEN and CAREER DEVELOPMENT FOR EMPLOYED WOMEN and a COUNSELOR's MANUAL to accompany the WORKBOOK will be available for purchase from the Center for Continuing Education for Women during 1975.

ASSISTANCE TO COMMUNITY AND NATIONAL ORGANIZATIONS

Because this Center for Continuing Education for Women has pioneered in developing opportunities for women, national as well as community organizations have sought advice and assistance in writing reports as well as developing conferences and special programs for women. Some of these organizations include: Citizen's Advisory Council on the Status of Women (Jacqueline Gutwillig, Executive Director); Women's Action Program, Department of Health, Education and Welfare (Xandra Kayden, Director); National Advisory Council on Extension and Continuing Education for Women (Kathryn Mulligan); Federation of Organizations of Professional Women; American Association of University Women, Adult Education Association; General Federation of Women's Clubs; Phi Delta Gamma, American Personnel and Guidance Association, National Vocational Guidance Association, and American Association of Higher Education.

In addition, numerous U.S. Government agencies have been assisted by staff members of Continuing Education for Women through presentation of workshops developed to meet needs of their women employees.

Among local organizations obtaining assistance from the staff of Continuing Education for Women have been Washington Opportunities for Women, Federally Employed Women, Metropolitan Washington Board of Trade (Opportunities for Women Committee), and the D.C. Commission on the Status of Women.

In turn, representatives of business and community organizations, government agencies, and professionals in private practice have been guest speakers for DEVELOPING NEW HORIZONS FOR WOMEN and CAREER DEVELOPMENT FOR EMPLOYED WOMEN. These guest speakers have provided information about their careers and organizations and have served as role models for students in these courses. In some cases they have developed opportunities for employment of our students.

ASSISTANCE TO INTERNATIONAL REPRESENTATIVES

Continuing Education for Women has become a world-wide movement as indicated by interest and recent publications from international visitors. Since 1967 men and women from other countries have visited the Center for Continuing Education for Women. Among the countries they represented are: Australia, Belgium, Canada, England, Germany, India, Japan, Korea, the Netherlands, New Zealand, and Taiwan.

In 1967, Hiroko Kageyama, a specialist in personnel administration in Tokyo, Japan, visited a DEVELOPING NEW HORIZONS FOR WOMEN class and discussed with students and Dr. Osborn the Continuing Education for Women movement in this country. She told the class that she had been in Switzerland and learned from businessmen there about new developments in education for mature women in the United States. She received permission from her company to take the "long way" home so she could learn more about these educational opportunities. Since that date ten women leaders from Japan have visited the Center for Continuing Education for Women.

Marion Royce, Research Associate of the Ontario Institute for Studies in Education, Toronto, Ontario, Canada, consulted with Dr. Osborn in 1968 about Continuing Education for Women. The George Washington University program is described in the 1968 publication of the Ontario Institute for Studies in Education on Continuing Education for Women. In a letter to Dr. Osborn dated August 25, 1969, Marion Royce stated, "...the George Washington University program continues to be an inspiration and has had considerable impact in Canada."

Ruth Michaels of Hatfield Polytechnic in Hertfordshire, England, obtained information on programs of Continuing Education for Women at The George Washington University when she visited in April, 1970. A recent brochure, New Opportunities for Women, describes a course which she developed in England similar to DEVELOPING NEW HORIZONS FOR WOMEN.

International Women's Year (1975) highlights development of opportunities for women throughout the world. Dr. Marguerite Follett of the Office of Education, U.S. Department of Health, Education and Welfare, was assigned to Continuing Education for Women at The George Washington University and detailed to International Women's Year where she serves as Associate Director of the International Women Year's Center at 1630 Crescent Place, N.W., Washington, D.C. The staff of Continuing Education for Women provides advice and assistance to the International Women's Year Center in planning their programs for 1975.

The symposium presented during May, 1974, as a scholarship benefit focused on Women Around the World. *Mary Virginia Busby*, a former student in DEVELOPING NEW HORIZONS FOR WOMEN and a degree candidate for the M.A. degree in Women Studies, served as Chairperson for this symposium. Later during the year, when assigned to the International Women's Year Center as part of her graduate program, Mrs. Busby used The George Washington University symposium as a prototype for other colleges and universities interested in developing programs for International Women's Year. Several participants in the May, 1974, program were wives of World Bank employees. An article from their World Bank News describes this symposium as follows:

June 1974

Bank wives speak at university seminar on women's education

Anticipating the celebration of International Women's Year in 1975, George Washington University's Continuing Education for Women sponsored an International Symposium on Women on Saturday, May 11. The Symposium was attended by more than 250 women, many from Washington's international community.

The Symposium featured speakers—including two economists whose husbands are World Bank staff members—documentary films, and a photographic exhibit.

Margaret Bruce, Deputy Director of the U.N. Center for Social and Humanitarian Affairs and Administrator of the U.N. Branch for Promotion of Equality for Women and Men, spoke on the theme set forth in the U.N. Proclamation on International Women's Year: "The full and complete development of a country, the welfare of the world, and the cause of peace require the maximum participation by women as well as men in all fields."

Dr. Dorothy Robins-Mowry, USIA Program Manager of Political and Social Processes, moderated the day's program. She gave her impressions of Japanese women obtained from her 10-year residence in Japan, saying that they are too often regarded in stereotype, not only by outsiders but also by Japanese men. The important thing to look for in assessing the current status of Japanese women, she said, is the many women who are emerging from traditional roles and beginning to concern themselves actively with the economic, social, and political development of their country.

Otilia Arosemena de Tejeira from Panama, President of the OAS Inter-American Commission of Women, spoke on the differences between the cultures and legal structures of Latin America and the United States and their effect on the position of women in the respective societies.

The last two speakers were both economists whose husbands are on the World Bank staff. Bani Haq, born in Bangladesh, is very much interested in the economic development of her country and her people.

She is a former staff economist with the Pakistani Institute of Developmental Economics and former consultant at Brookings Institute. Ms. Haq said that the great need in her country is for economic development and that economic development is essential before one can even begin to think about whatever discrimination against women may exist.

Kehinde Mbanefo, from Nigeria, was the final speaker. She was a teacher of Economic Georgraphy in Lagos and is a graduate of the London School of Economics.

She said that in Nigeria there is no obvious discrimination "as yet" in job opportunities because the more traditional female professions — teaching, nursing, secretarial jobs—have always been open to women. "But now," she said, "women are breaking into accountancy, into medicine, into engineering, and once you have the qualifications you are accepted with open arms. What will happen in the near future when there are more women breaking into these fields remains to be seen."

Lives of women in widely different cultures were depicted in the documentary films which were shown. *Fear Women* portrays dynamic women leaders in the judiciary, in industry and in political life in Ghana's fast-developing society. *Behind the Veil* reveals a much slower-paced change, though no less real, in the lives of Arabian women in Abu Dhabi. *From 3 A.M. to 10 P.M.* pictured a day in the life of a Yugoslavian country woman. *Fear Woman* and *Behind the Veil* are United Nations Documentary Films.

Joan Chernock
and
Emma Trenchi

DEMOGRAPHIC INFORMATION

To understand characteristics of women who participated in Continuing Education for Women at The George Washington University during a ten-year period, pertinent demographic data were obtained from the enrollment forms and research questionnaires from the first 20 classes of DEVELOPING NEW HORIZONS FOR WOMEN and the first 5 classes of CAREER DEVELOPMENT FOR EMPLOYED WOMEN.* These data are presented as tables and graphs in this section of the report. Wherever appropriate, the implications of these data with respect to the capabilities, motivation, and potential of the women are discussed. While detailed personal data information had been obtained throughout the ten-year period from those CEW students who enrolled in the counseling programs, this information was not obtained from students in the Daytime Off-Campus Credit Course Program or in the Noncredit Course Program. Some personal information is available on these students from a follow-up survey which was undertaken in 1973.

Number of Women in This Survey

Although 3,322 women have enrolled in DNHW and 198 in CDEW, variations in the sample size, N, appear in the tables presented in this section. Changes in procedures and in questionnaires have been made during the ten-year period. For this reason the same information was not available for each class. In addition, some students chose not to complete the research questionnaire, an option given to each participant.

Reasons for Enrollment

Students were asked to check their reasons for enrolling in each course. The top-ranking reasons given in DNHW included: (1) personal growth, (2) intellectual stimulation, (3) explore job opportunities, and (4) develop career plans. Enrollees in CDEW indicated the same four reasons but in a different order: (1) develop career plans, (2) explore job opportunities, (3) personal growth, and (4) intellectual stimulation. The details are presented in Table 7.

During the ten-year period (1964 to 1974) a profile for each class of DNHW indicated that personal growth and intellectual stimulation were the top-ranking reasons for their enrollment. Thus the cumulative result reflects a rather consistent pattern among women who are considering options in their lives. These women were similar to the 221 women studied at The George Washington University in 1961 who gave "personal growth" as the main reason for pursuing a degree program.[20] As indicated earlier in this report, achieving a sense of personal growth is an important step in the career development process. DEVELOPING NEW HORIZONS FOR WOMEN was designed to help women achieve this goal.

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*Throughout this section DNHW refers to DEVELOPING NEW HORIZONS FOR WOMEN, CDEW refers to CAREER DEVELOPMENT FOR EMPLOYED WOMEN, and CEW is used for reference to Continuing Education for Women. This demographic data does not include 1974 classes.

Since the women in CDEW were already employed their primary emphasis was on developing long-range career plans; 90.1 per cent indicated this reason compared to 60.8 per cent in DNHW.

Also, the employed women recognized the importance of further education to their career development for 44.5 per cent checked "Plan a degree program" as one of their reasons compared to 29 per cent of women who began DNHW. One observation suggests that this latter group were uncertain about their plans for further study for some of them placed a question mark next to their blank space, or a lightly written check mark or a wiggly dash. These women, before enrolling in DNHW, would be less aware of the significance of degree programs to the career development process.

However, 60 per cent of the women in DNHW indicated they were interested in exploring job opportunities compared to 75.9 per cent of women in CDEW. As indicated in Table 7, only a comparatively small percentage of both groups were interested in volunteer work or gaining competence for volunteer work -- 16.8 per cent of DNHW and 7.9 per cent of CDEW students. Perhaps these women felt competent to volunteer their services and as the data revealed, most of them had been engaged in volunteer services for many years and many wanted to build on their experiences to go into paid employment.

Table 7. Reasons for Enrolling in DNHW and CDEW (1964 to 1974)

Reasons Indicated	DNHW (N = 2,829)		CDEW (N = 191)	
	No.*	Per Cent	No.*	Per Cent
Personal growth	2,165	76.5	144	75.4
Intellectual stimulation	2,042	72.2	117	61.3
Explore job opportunities	1,897	67.1	145	75.9
Develop career plans	1,721	60.8	172	90.1
Plan a degree program	821	29.0	85	44.5
Increase competence for volunteer work	476	16.8	15	7.9
Other reasons	33	1.2	8	4.2

* Each respondent indicated several reasons.

Location of Residence and Place of Class Attendance

The data in Table 8 show that 18 per cent of the women who enrolled in DNHW reside in the District of Columbia, while approximately 82 per cent live in the Maryland and Virginia suburbs. A few individuals who reside elsewhere have taken the course by long-distance commuting or by temporary residence in the area.

Beginning Spring Semester, 1970, DNHW has been offered at suburban locations in Maryland and in Virginia, as well as on The George Washington University campus in the District of Columbia. While only 18 per cent of the enrollees reside in Washington, D. C., 28 per cent have attended classes on the campus in the city and 72 per cent in the suburbs. Since suburban locations were added, 48 per cent of the women attended DNHW in Maryland, and 25 per cent in Virginia.

Table 8. Place of Residence and Class Attendance for Women Enrolled in DNHW (1964 to 1974)

Location	Residence*		Class Attendance Total Group		Class Attendance** Since 1970	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
District of Columbia	580	18.3	1,768	55.7	535	27.5
Maryland Suburbs	1,496	47.1	926	29.2	926	47.7
Virginia Suburbs	1,095	34.4	482	15.1	482	24.8
Other	5	0.2	-	-	-	-
TOTAL	3,176	100.0%	3,176	100.0%	1,943	100.0%

*Baltimore classes not included.

**Suburban classes initiated in 1970.

Their Birthplaces

The national and international composition of the Washington area population is reflected by analyzing birthplaces of women enrolled in DNHW and CDEW. Only 7.8 per cent were born in the District of Columbia. All 50 states, 52 foreign countries and six continents were represented as birthplaces for the remaining participants. The states most frequently represented include: New York, Pennsylvania, Massachusetts, Illinois, New Jersey, Maryland, Ohio, California, and Virginia.

The percentage of foreign-born (7.1 per cent) is comparable to the general population characteristics of the 1970 U.S. Census which indicated 6 per cent of the urban population is foreign born.[21]

Approximately three per cent of the women did not respond to the question about their birthplace, which is one of the larger "no response" categories observed in this study. Perhaps some women are sensitive about revealing their birthplaces.

Table 9. Birthplaces of Women Enrolled in DNHW and CDEW

	DNHW		CDEW		Total	
Birthplace	No.	Per Cent	No.	Per Cent	No.	Per Cent
United States	2,560	85.3	155	82.4	2,715	85.1
Washington, D. C.	223	7.4	25	13.3	248	7.8
Foreign-born	220*	7.3	8**	4.3	228	7.1
TOTAL	3,003	100.0%	188	100.0%	3,191	100.0%

*Fifty-two countries represented.

**Six countries represented.

Their Ages

Table 10 presents the distribution of ages among women who enrolled in both DNHW and CDEW. Almost two-thirds (63.0 per cent) of women in DNHW were in the age range 35 to 49 years. Only 40.8 per cent in the CDEW classes were in that age group. The employed women were a younger group as indicated by the median age of 35.9 years compared to 41.7 per cent for women enrolled in DNHW. Also, 28.3 per cent of the employed women (CDEW) were under age 30 compared to 5.4 per cent of those enrolled in DNHW.

Table 10. Ages of Women at Time of Enrollment in DNHW and CDEW (1964 to 1974)

Age Range (Years)	DNHW (N=3,241) No.	DNHW (N=3,241) Per Cent	CDEW (N=191) No.	CDEW (N=191) Per Cent
Under 20	2	0.1	-	-
20-24	37	1.1	15	7.9
25-29	137	4.2	39	20.4
30-34	495	15.3	35	18.3
35-39	668	20.6	31	16.2
40-44	718	22.2	27	14.1
45-49	654	20.2	20	10.5
50-54	303	9.3	16	8.4
55-59	123	3.8	5	2.6
60-64	27	0.8	1	0.5
65-69	7	0.2	-	-
70 or older	2	-	-	-
No response	68	2.1	2	1.0
Age range	18 to 78 years		21 to 60 years	
Calculated median	41.7 years		35.9 years	

Since the DNHW classes have been scheduled in the suburbs the median age has decreased almost four years, from 43.4 years in 1970 to 39.6 during Fall 1973. This decrease may be due to several reasons: convenience of suburban classes for young mothers, the acceptance of the Continuing Education for Women courses while their children are young, the influence of media and literature emphasizing the multiple roles of women, and the recent women's movement. Table 11 shows the change in median age of women during the past ten years.

Table 11. Median Age of Women Enrolled in DNHW (1964 to 1974)

Semester	Number Who Gave Age	Calculated Median Age
1964 Spring to 1965 Spring	145	43.6
1965 Fall	98	43.3
1966 Spring	111	45.1
Fall	100	41.6
1967 Spring	109	42.6
Fall	155	43.7
1968 Spring	126	43.3
Fall	99	41.2
1969 Spring	78	42.7
Fall	201	43.7
1964 to 1970 Interval	1,222	43.4
*1970 Spring	235	43.1
Fall	306	40.5
1971 Spring	164	43.8
Fall	237	41.3
1972 Spring	274	39.8
Fall	272	39.0
1973 Spring	190	40.6
Fall	273	39.6
1970 to 1974 Interval	1,951	40.6
1964 to 1974 Interval	3,173	41.7

*Suburban classes initiated during Spring 1973.

In 1967 the University of Minnesota presented characteristics of 2,600 women who enrolled in their Minnesota Plan.[22] The median age of this group was 35.5 years compared to 41.7 for women enrolled in DNHW during the past ten years. The availability of low-cost child care facilities for students who enrolled under the Minnesota Plan probably accounted for some of the difference in median age. Another factor may be due to the mobility of the Washington area population which resulted in postponement of further study and career preparation by women.

Of special note is the fact that only two per cent of women in DNHW and one per cent of women in CDEW did not give information about their ages. It appears that these women are less sensitive about their ages than is generally thought to be the case.

Ordinal Position in Their Childhood Families

Information about the birth rank of each woman in her childhood family was obtained from one of the questions on the Strong Vocational Interest blank. Forty-seven per cent of 649 DNHW were found to be only or oldest children while 27 per cent were youngest children. In order to pursue this point further, an additional question was added to the research questionnaire.

Women in more recent classes have been asked to list the birth order of their siblings in their childhood families. Table 12 describes the results of this study for which there have been 564 respondents. The data show that many more of the women from families with two or more children are the oldest among their siblings rather than being second or youngest. In all, 13 per cent were only children (52 per cent only or oldest), 39 per cent were oldest children, 26 per cent were second-born and 23 per cent were youngest children. Altus reported that birth order is related to "potential eminence and educational attainment" with an only child or the oldest among siblings having the most potential for achievement.[23] In Helen Astin's study of women doctorates, 47 per cent of the women were only or first-born children.[24] Thus women who enrolled in DNHW are similar to these successful achievers.

Table 12. Ordinal Position of DNHW Students in Their Childhood Families
N = 564

Family Position	No. of Women	Per Cent
Only child	74	13
Oldest of 2 or more	219	39
Second of 3 or more	83	15
Second of 2 (also youngest)	64	11
Youngest of 3 or more	66	12
Others	58	10

Summary: 52% are only or oldest children
26% are second child in family
23% are youngest child (includes 11%
who are also second child in family)

Marital Status

Table 13 shows that 88 per cent of the women who enrolled in DNHW are married and living with their husbands. The 1970 U. S. Census Report[25] indicates 83 per cent of the women in the United States in age range 30 to 45 years have husbands present. In contrast, among the women enrolled in CDEW only 34.5 per cent were married and living with their husbands. Ninety-seven per cent of DNHW students are or have been married compared to 94.4 per cent of the U.S. women of comparable age.

Table 13. Marital Status of Women in DNHW and CDEW Compared with Women in U. S. Population

Marital Status	DNHW* (N = 3,237) No.	DNHW* (N = 3,237) Per Cent	CDEW** (N = 191) No.	CDEW** (N = 191) Per Cent	Per Cent of Women in U. S.#
Never Married	77	2	70	36.5	5
Presently Married	2,860	88	66	34.5	83
Widowed	116	4	11	6.0	4
Divorced, Separated	162	5	44	23.0	8
No Response	22	1	-	-	-

*Age range 18 to 78

**Age range 21 to 60

#Age range 30 to 45

Age When Married

The age at marriage characteristics for these women are presented in Table 14. As indicated for both groups, there is a wide range in age from 13 to 48 years for DNHW and 15 to 35 for CDEW. The median age when married is 22.9 years for women in DNHW and 22.5 years for those in CDEW. This is approximately two years older than the average age at marriage for women in U.S. as reported in the 1971 Population Reports.[26]

Table 14. The Age at Marriage of the Women Who Enrolled in DNHW and CDEW (1964 to 1974)

Age Range (Years)	DNHW (N = 3,023)		CDEW (N = 112)	
	No.	Per Cent	No.	Per Cent
Under 15	3	0.1	-	-
15 to 19	398	13.2	25	22.3
20 to 24	1,918	63.4	62	55.4
25 to 29	534	17.7	16	14.3
30 and older	170	5.6	9	8.0
Range of Ages at Marriage:	13 to 48 years		15 to 35 years	
Median Age:	22.9 years		22.5 years	

Table 15 shows the median age at marriage for U. S. women at periodic intervals since 1930. There has been a 0.5 year increase in age at marriage during the past decade, 1960-1969. From 1950 to 1960 the percentage remained at 20.3. From 1930 to 1950 there had been a drop of one year -- from 21.3 to 20.3 years.[27] Perhaps the upward trend in age at marriage will result in the average in 1980 being equivalent to 1930. The pioneers in continuing education for women at their early conferences in the 1960's were concerned about the downward trend of age at marriage because it meant most women gave up their educational aspirations. Their daughters are choosing to marry when "slightly older."

Table 15. Median Age at Marriage for U.S. Women as Reported in 1970 Census*

Year	Median Age	Year	Median Age
1969	20.8	1950	20.3
1965	20.6	1945	20.5
1960	20.3	1940	21.5
1955	20.2	1930	21.3

* See Reference 25 in Literature Cited.

Educational Background:

Their Prior Educational Attainment

The educational backgrounds which women have achieved before their enrollment in DNHW and CDEW are shown in Table 16. Seventy-six per cent of the women had attended college and 46 per cent had received college degrees. Of the women who enrolled in CDEW 80 per cent had attended college and 53 per cent had completed degrees.

Table 16. The Highest Educational Attainment of Women Prior to Their Enrollment in DNHW or CDEW (1964 to 1974)

Highest Educational Attainment	DNHW (N = 3,246)		CDEW (N = 191)	
	No.	Per Cent	No.	Per Cent
No high school diploma	39	1.2	2	1.0
High school graduate	532	16.4	22	11.5
High School & vocational	201	6.2	14	7.3
Some college (1 semester to 3 years)	972	29.9	51	26.7
Bachelor's degree	1,315	40.5	87	45.6
Master's degree	163	5.0	15	7.9
Medical, law, or theology degree	5	0.2	-	-
Ph.D. or Ed.D. degree	7	0.2	-	-
No response	12	0.4	-	-

According to the 1970 Census, 20.5 per cent of all U. S. women over 25 years of age residing in metropolitan areas have attended college and 9.5 per cent have completed four or more years of college.[28] Table 17 presents a comparison of the educational attainment of women who enrolled in DNHW and CDEW with U.S. women over 25 years old living in metropolitan areas. Women who attended these group guidance and counseling courses are better educated than the general population, but are typical of the highly educated populace of the Washington metropolitan area. The fact that so many women enrolled in these courses who formerly attended college is an important observation. Perhaps they are more likely to return to continue their education at a later time than those who have not attended at all. A study of 221 married women students ages 30 to 60 attending The George Washington University in 1961 indicated that 83 per cent had attended college prior to their marriage.[29]

Table 17. Comparison of Educational Attainment of Women When They Enrolled in DNHW and CDEW with All U.S. Women Over 25 Years Old Living in Metropolitan Areas

Education	Per Cent of DNHW Students (N=3,234)	Per Cent of CDEW Students (N=191)	Per Cent of U.S. Women*
No high school diploma	1.2	1.0	40.4
High school diploma (no college)	22.6	19.8	39.0
Some college	30.1	26.7	11.0
Bachelor's degree	40.7	45.6	6.5
Advanced degree	5.4	7.9	3.0

*See Reference 28 in Literature Cited

Approximately 43 per cent of the women in DNHW and CDEW who had previously earned degrees were alumnae of 25 colleges and universities. The remaining 57 per cent were graduates of 463 other colleges and universities throughout the United States and other countries. Below is a list of those 25 colleges and universities and the number of graduates from each. This list includes graduates of state universities, women's colleges, and private coeducational colleges and universities. The institution with the highest number of alumnae is The George Washington University.

	No. of Graduates		No. of Graduates
The George Washington Univ	99	Boston University	20
The University of Maryland	98	Univ. of California (Berkeley)	19
American University	40	Cornell University	18
Smith College	36	Mt. Holyoke College	18
University of Wisconsin	31	Goucher College	18
Hunter College	30	College of William and Mary	17
Pennsylvania State University	29	Duke University	14
Wellesley College	25	Northwestern University	14
University of Michigan	24	U.C.L.A.	14
Vassar College	21	University of Colorado	14
Ohio State University	21	San Fernando Valley State Univ.	14
Catholic University	21	University of Washington (Seattle)	14
Brooklyn College	20		

Educational Background:

Their Educational Interval

The educational interval represents the length of time expired since the women had participated in a formal educational program. Table 18 shows the number of years since women who were enrolled in DEVELOPING NEW HORIZONS FOR WOMEN and CAREER DEVELOPMENT FOR EMPLOYED WOMEN had previously attended secondary or post-secondary institutions. Since the age and marital status of the women in the two courses is so different, the educational interval is discussed separately.

Table 18 shows that about 11 per cent of DNHW students indicated their educational interval as 0 to 4 years. Either they were simultaneously enrolled in DNHW with regular college courses or had been in courses within the previous four-year period. Examination of the age data in Table 10 indicates that only 39 women under age 25 years of age had enrolled in DNHW, and thus were likely to have been matriculated in a traditional high school or college program within the prior four-year period. In fact, only 176 or 5.4 per cent of DNHW students were under age 30, which means that of the 342 women who indicated recent enrollment in educational programs, at the very least, about half, or 166 of them, would have been 30 years or older. This means that even though these women were recently enrolled in formal educational programs, they were continuing their education as mature adults.

Fewer women enrolled who indicated an educational interval of 5 to 9 years, a period when many women, whether high school or college graduates, would be concerned with establishing their marriage and caring for young children. A marked increase continues through the interval of 20 to 24 years. Even during the 25- to 29-year interval 12.5 per cent of women were included. After that period, the number who enrolled with longer educational intervals drops off significantly. This coincides with age groups of more than 50 years.

Enrollment in a course such as DNHW is really a first step to undertaking a greater personal challenge beyond homemaking and child-rearing responsibilities and may be related to a woman's motivation to achieve-- to begin elevating the low social status which she possesses as a housewife. Rhoda Baruch studied the achievement motivation characteristics of a large number of adult married women with various educational backgrounds in 1967. The frequency with which women have enrolled in DNHW at various life stages seems to correlate with some of Baruch's findings which were based on psychological testing for achievement. Baruch reported that women exhibited high achievement motivation immediately following high school or college graduation. However, for college graduates and those who attended college but did not earn a degree, there is a decline in achievement motivation 5 to 10 years following college, when they have family responsibilities and interests. Women, who are high school graduates, exhibit lower motivation during the age period 30 to 39 years. Moreover, a resurgence in achievement motivation was observed for college graduates about 15 years following graduation; for women who attended college, but did not complete a degree, at ages 35 to 39; for high school graduates, after age 40. After this resurgence women continued to exhibit high achievement characteristics up to 25 years.[30] Although DNHW women have a variety of educational backgrounds, a large majority, 76 percent, have attended college or earned degrees. Examination of Table 18, Columns I, II, and III, shows that there was a marked increase in the number who enrolled with an educational interval around 15 years, particularly in the early years of the program when Baruch's data were also current. However, more than 10 per cent enrolled whose educational interval was 30 or more years--five years beyond the time included in Baruch's study.

The exact time at which a mother can undertake a career or further her education depends on more than her motivation to achieve. It also depends upon the financial needs of her family and the number of children for whom she is responsible. Baruch found that, although women college graduates experienced a rise in achievement motivation 15 years following graduation, many because of family responsibilities could not actually undertake a career for another five or more years. A continuing education for women program such as this one at The George Washington University provides an excellent outlet for women during the period when they experience a high need for achievement, a period when many women also face heavy family responsibilities, particularly if they have several children. Baruch found that women who do not complete high school experience a decline in achievement motivation throughout life and that most women in the general population experience a decline after age 55. Our data seem to support these findings. Only a few women enroll in DNHW who have not received a high school diploma, and according to the data in Table 10, very few enroll after age 55.

In Table 18, Columns I and II, a comparison of the educational interval for women enrolled during the initial five years of DNHW can be made with those who enrolled during the latter five-year period. These data show that women in the second group entered the Continuing Education for Women program after a shorter interruption in education than did those who attended during the earlier five years. The median educational interval declined two years from 19 to 17 years. In the early classes (1964 to 1969) when the idea of continuing one's education was unfamiliar to most women, the decline in enrollment of women who had been out of school 5 to 9 years was marked. During the next five-year period (1969 to 1974), a plateau rather than a decline is indicated for those out of school 5 to 9 years. Another change noted in the two groups is that 40 per cent of those who enrolled from 1969 to 1974 had educational intervals of less than 15 years compared to only 26 per cent of those who enrolled during the initial five-year period, another indication that the continuing education concept has become more accepted by women.

The educational interval for women who enrolled in CDEW is presented in Column IV, Table 18. Since this group is younger and a greater percentage had earned degrees than women enrolled in DNHW, it would be expected that the educational interval would be less. Their median years since last attended formal education was 8.8 years compared to 18.3 years for DNHW students. Further comparison of this small group (N = 191) can be observed in Table 18.

Table 18. The Educational Interval of the Women Who Enrolled in DNHW and CDEW (1964 to 1974)

Years Since Last Formal Schooling	I DNHW (N=1,027 First 11 Classes (1964 to 1969)		II DNHW (N=2,214) 9 Classes (1969 to 1974)		III DNHW (N=3,241) Total 20 Classes (1964 to 1974)		IV CDEW (N=191) (1971 to 1974)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
0 to 4	84	8.2%	258	11.7%	342	10.6%	60	31.4%
5 to 9	54	5.3%	259	11.7%	313	9.7%	45	23.6%
10 to 14	131	12.8%	370	16.7%	501	15.5%	22	11.5%
15 to 19	206	20.1%	362	16.3%	568	17.5%	23	12.0%
20 to 24	216	21.0%	397	17.9%	613	18.9%	17	8.9%
25 to 29	169	16.5%	237	10.7%	406	12.5%	9	4.7%
30 to 34	92	9.0%	131	5.9%	223	6.9%	6	3.1%
35 to 39	30	2.9%	43	1.9%	73	2.2%	1	0.5%
40 to 44	8	0.8%	14	0.6%	22	0.7%	1	0.5%
45 to 49	1	0.1%	2	0.1%	3	0.1%	5	2.6%
No Response	36	3.5%	141	6.4%	177	5.5%	2	1.0%
Range:	---	---	---	---	0 to 48 yrs.		0 to 40 yrs.	
Calculated Median	19.3 yrs.		17.1 yrs.		18.3 yrs.		8.8 yrs.	

Educational Background:

Their College Majors

The undergraduate college majors for DEVELOPING NEW HORIZONS FOR WOMEN and CAREER DEVELOPMENT FOR EMPLOYED WOMEN students are categorized and listed in Table 19. The percentage distribution for these women include those who had some prior college (one or more semesters), prior bachelor's degrees, and prior master's degrees. For comparison, a percentage distribution of college majors is shown for U.S. women who had earned bachelor's degrees and master's degrees in 1948 and 1970.

Column I includes 631 DNHW students, and Column II 65 CDEW students who had some previous college but had not earned a degree. Column III includes 1,333 DNHW participants from 1964 to 1974 who had previously earned bachelor's degrees. Column IV provides an opportunity to compare 505 DNHW students with 63 CDEW students during the period CDEW had been offered (1971 to 1974). It also provides an opportunity to compare recent DNHW students with women during the total ten-year period (Column III).

Column VI and X include the percentage distributions of college majors for women in the United States for 1948 about the time when many DNHW students had attended college. Columns VII and XI show the percentage distributions of women in the United States who earned bachelor's and master's degrees in 1970. These data reflect recent trends among graduates and possibly the nature of competition faced by mature women currently re-entering the labor force.

These data reveal that among DNHW students who had previously attended college or earned degrees, the highest percentage had college majors in the Arts and Humanities. These percentages were much higher than for U.S. women in general for both periods, 1948 and 1970. Slightly more than two-fifths of the women who did not complete degrees gave their major field as having been in the Arts and Humanities, the least career-oriented of the classified list. During their youth these particular women were not likely to have made a career commitment, other than marriage and child-rearing, but as mature adults have enrolled in DNHW for guidance in considering career options.

The percentage of women in DNHW who had earned degrees in the Social Sciences is almost 100 per cent greater than the percentage of U.S. women who earned degrees in the Social Sciences in both periods, 1948 and 1970. Thus the numbers of women who earned degrees in the Arts and Humanities and in the Social Sciences have been seeking assistance through DNHW in disproportionate numbers when compared with those who had other college majors.

The opposite is true for DNHW students who had college majors in education. The percentage of women in DNHW who earned degrees in education is considerably less than U.S. women as a total group in both 1948 and 1970. Very probably the difference lies in their employability. Women with education degrees have been able to combine teaching with child-rearing responsibilities since their work schedule coincides with time their children are away from home. As fewer job opportunities become available for former education majors as a result of the declining birth rate, it is predicted that the percentage of women with education majors who seek new careers will increase.

Table 19. The College Majors of Women Prior to Their Enrollment in DNHW and CDEW (1964 to 1974)

Undergraduate College Majors	Some College		Bachelor's Degree			U. S. Women Bachelor's Degrees[a]		Master's Degree[a]		U. S. Women Master's Degrees	
	I DNHW (N = 631) (1964 to 1974) Per cent	II CDEW (N = 65) (1971 to 1974) Per cent	III DNHW (N = 1,333) (1964 to 1974) Per cent	IV DNHW (N = 505) (1971 to 1974) Per cent	V CDEW (N = 63) (1971 to 1974) Per cent	VI (1948) Per cent[b]	VII (1970) Per cent[c]	VIII DNHW (N = 140) (1964 to 1974) Per cent	IX CDEW (N = 17)[d] (1971 to 1974) Per cent	X (1948) Per cent[e]	XI (1970) Per cent[f]
Arts & Humanities	41.5	27.7	31.0	32.5	30.2	24.0	26.1	25.0	17.6	20.8	16.7
Social Sciences	14.6	16.9	26.6	25.9	31.7	10.6	13.1	27.9	23.5	12.6	8.2
Education	16.0	0.0	16.5	17.6	20.6	25.5	36.2	28.6	41.2	40.7	53.0
Psychology	5.2	12.3	6.4	6.5	9.5	3.7	4.3	2.1	5.9	3.9	1.9
Life Sciences	5.4	3.1	4.6	4.4	-	6.7	5.2	5.7	5.9	6.0	5.3
Phys. Sci., Engrng., Math	2.4	4.6	4.4	3.0	1.6	4.4	4.1	2.1	-	3.3	3.4
Home Economics	1.7	9.2	4.3	5.1	1.6	7.5	2.8	-	-	-	-
Nursing	5.5	4.6	2.3	2.2	1.6	3.4	3.2	-	-	-	-
Business & Commerce	6.0	20.1	2.2	1.6	1.6	6.4	2.8	2.1	-	2.6	0.9
Journalism	1.3	1.5	1.3	1.2	1.6	1.4	0.7	-	-	-	-
Law	0.3	-	0.4	-	-	0.4	0.3	-	-	-	-
Not Classified	-	-	-	-	-	-	-	6.5	5.9	10.1	10.6

[a] Data from Carnegie Commission Report on Women in Higher Education (1973) was adapted to our categorization of college majors. (See Reference 31 in Literature Cited.)

[b] N = 96.2 thousands

[c] N = 246.4 thousands

[d] Cohort is too small to be statistically significant, but affords some comparison

[e] N = 13.5 thousands

[f] N = 83.2 thousands

Although the number of CDEW students is too small to make generalities (see Columns II, V and IX), it is noted that the combined percentages of women who majored in the Arts and Humanities and in the Social Sciences is higher than for U.S. women in 1948 and in 1970. A notable percentage (20.1 per cent) of CDEW students who had some college indicated Business and Commerce as their college majors. These women were probably employed in low status office positions and were seeking means to move into new positions. Of the CDEW students who had earned degrees, less than 2 per cent were in Business and Commerce. This is a lower percentage than for U.S. women in either 1948 or 1970.

Some women listed specialized skills. Among the 1,035 women in DNHW classes during 1964 to 1969, 31.7 per cent had typing skills and 19 per cent shorthand skills. Less than 2 per cent had training in bookkeeping, use of computers, or office machines. Another 12 per cent were trained in foreign languages and 23 per cent in music, art, crafts, or drama.

Their Prior Employment

Earlier in this report, it was pointed out that 67 per cent of the women who enrolled in DEVELOPING NEW HORIZONS FOR WOMEN claimed that one of their reasons for doing so was to explore employment opportunities. An analysis of DNHW students indicated 84 per cent of them had been in paid employment at some time during their lives. A few had worked continuously, others intermittently, and still others had returned to work but enrolled in DNHW for assistance in improving their employment status through counseling and additional education.

CAREER DEVELOPMENT FOR EMPLOYED WOMEN was designed to serve women who were employed or planned to reenter the labor market within a short period. For both groups, DNHW and CDEW, Table 20 shows the number of years of full-time work experience; Table 21 their present or former occupations; and Table 22 the number of years that had elapsed since engaged in paid employment.

Table 20 shows the number of years of full-time work experience for DNHW students compared to those enrolled in CDEW during the same time period, 1971 to 1974. Almost 84 per cent of the DNHW participants had been employed on a full-time basis for more than one year compared to almost 96 per cent of CDEW students. The median number of years' experience in the labor force was 4.9 years for DNHW students compared to 9.1 years for CDEW students. Only the 5.6 per cent who worked more than 15 years could be considered as career-oriented. Most of the other DNHW students worked intermittently combining paid employment with marriage and childrearing. In contrast, 23 per cent of CDEW students had worked more than 15 years.

Table 20. The Full-Time Work Experience of Women Who Enrolled in DNHW and CDEW (1971 to 1974)

Number of Years Experience in Labor Force	DNHW (N=1,445)		CDEW (N=191)	
	No.	Per cent	No.	Per cent
None, less than 1 year or part-time only	205	14.2	8	4.2
1-4	638	44.1	51	26.7
5-9	367	25.4	45	23.6
10-14	121	8.4	43	22.5
15-[illegible]	32	2.2	23	12.0
Over 20	49	3.4	21	11.0
No response	33	2.3	-	-
Median years experience:	4.9 years		9.1 years	

Table 21 lists prior occupations by rank order in which 2,610 DNHW students had been employed on a part-time or full-time basis. This number (2,610) represents 84.3 per cent of the 3,094 women who enrolled in DNHW since Fall 1965 when the information on prior occupations was obtained. Some women indicated employment in more than one occupation. Therefore, the total number of occupations indicated in Table 21 is 3,204 for 2,610 DNHW students. This table reveals that 49 per cent of the categorized occupations indicated by DNHW students probably required some college-level preparation. Another 39 per cent were non-professional office positions.

The 201 occupational categories given by 183 CDEW students are also presented in Table 21. The rank order is shown by numbers in parenthesis adjacent to the total who indicated employment in the listed occupational category. Approximately 54 per cent of the categorized occupations indicated by CDEW students probably required some college-level preparation. Another 38 per cent were non-professional office positions.

The underutilization of women in occupations which require college-level training is not only indicated by the 76 per cent of DNHW and 88 per cent of CDEW students who had previous college (Table 16), but also by the percentage of women who had no previous college but showed ability to achieve academically (Table 2).

Table 21. Occupations in Which Women Who Enrolled in DNHW and CDEW Have Been Employed

Occupational Categories	DNHW (N=2,610) (1965 to 1974)		CDEW (N=183) (1971 to 1974)	
	Times Indicated N=3204	Per Cent of Total Jobs	Times Indicated N=201	Per Cent of Total Jobs
Non-professional office staff	1249	39	(1) 76	38
*Education (professional)	565	18	(3) 20	10
*Business (administration, personnel)	241	8	(2) 30	15
Sales, merchandising	196	6	(8) 5	3
*Nursing and therapy	145	5	(6) 8	4
*Communications	121	4	(4) 10	5
*Social welfare	87	3	(6) 8	4
*Health services (med.tech., hygienists, etc.)	85	3	(9) 4	2
Services (hostess, beautician, etc.)	82	3	(12) 1	1
Education (sub-professional)	79	2	(10) 3	1
*Research (statistics, data processing)	77	2	(5) 10	5
*Science, engineering, math	68	2	(11) 2	1
*Library science	35	1	(7) 6	3
Recreation, entertainment	27	1	(12) 1	1
*Home economics	26	1	(11) 2	1
Military service	22	1	(12) 1	1
*Computer programming (other business machines)	21	1	(8) 5	3
Misc. non-professionals (trades, etc.)	20	1	(3) 5	3
*Misc. professionals (intelligence, etc.)	19	1	(10) 3	1
Art and photography	14	1	(12) 1	1
*Foreign service	10	1	-	-
*Finance, economics	9	1		
*Law (includes legal aides)	6	1		

*Indicates occupations in which at least some college training would be necessary.

Table 22 shows the time interval since DNHW and CDEW students had been in the labor force. As would be expected for the two groups there are differences in range and median number of years for work interval. DNHW students range from 0 to 44 years; whereas the range for CDEW students was 0 to 22 years. The median was 10.9 years for DNHW and less than one year for CDEW students. The details can be observed from an examination of Table 22.

Table 22. The Work Interval of the Women Who Enrolled in DNHW and CDEW (1964 to 1974)

Interval Years	DNHW (N=3,237)		CDEW (N=191)	
	No.	Per Cent	No.	Per Cent
Less than 1 year, or currently employed	397	12.3	152	79.6
1-4	446	13.8	17	8.9
5-9	414	12.8	7	3.7
10-14	538	16.6	3	1.6
15-19	457	14.1	2	1.0
20-24	303	9.4	2	1.0
25-29	146	4.5	-	-
30-34	14	0.4	-	-
35-39	2	0.1	-	-
40-44	1	-	-	-
No work experience indicated	519	16.0	8	4.2
Range:	0 to 44 years		0 to 22 years	
Median work interval for those who have been employed:	10.9 years		<1 year	

Their Volunteer Experience

Table 23 lists prior volunteer activities in which DNHW students had participated. The tabulation is arranged by rank order indicating that school, church, hospital, and youth-related volunteer service were activities in which most women participated. These data do not indicate the scope of their activities or the time spent. Neither is the number of DNHW students who did not participate in volunteer activities known.

Approximately 40 per cent of CDEW students indicated they had not participated in volunteer activities. The range of activities participated in by the remainder of CDEW students is not extensive enough to draw conclusions. That 60 per cent participated in volunteer activities should be noted since the majority had been in full-time paid employment.

Table 23. The Volunteer Experience of the Women Who Have Enrolled in DNHW (1964 to 1974)

Volunteer Activities	DNHW (N = 2,211) Times Indicated	Per Cent of Activities Indicated
PTA, other school activities	476	17.2
Religious organizations	410	14.9
Red Cross, hospital	371	13.4
Scouts, youth work	350	12.7
Civic, political	317	11.5
Social service, recreation	293	10.6
Officers' wives, women's club	147	5.3
Head Start, tutoring	112	4.1
Museum, arts	89	3.2
Fund drives	52	1.9
International activities	51	1.9
Library	41	1.5
Alumni, professional groups	37	1.3
Outdoor, conservation	15	0.5
Total number of activities indicated	2,761	100%

Their Husbands

Of the women who enrolled in DNHW, 97 per cent indicated they had been married at some time and 88 per cent that they were living with their husbands when they enrolled. The remainder were widowed, divorced, or separated (See Table 13). Table 24 shows the educational attainment of their husbands. Almost 85 per cent had earned one or more college degrees; 51 per cent had earned graduate or professional degrees.

Only 63 per cent of women enrolled in CDEW had been married at some time. However, only 25 per cent were living with their husbands at the time they enrolled in the CDEW classes. Table 24 shows that 91 per cent of their husbands had attended college, 86 per cent had earned a bachelor's degree and 37 per cent an advanced degree.

Table 24. The Educational Attainment of the Husbands of the Women Who Enrolled in DNHW and CDEW (1964 to 1974)

Husband's Education	DNHW (N=2,995)* No.	DNHW (N=2,995)* Per Cent	CDEW (N=78)* No.	CDEW (N=78)* Per Cent
No college	173	5.8	7	9.0
Some college	289	9.6	4	5.1
Bachelor's degree	994	33.2	38	48.7
Advanced degree	1539	51.4	29	37.2

*The data do not distinguish between former and present husbands.

In Table 25 a comparison is made of the educational attainment of DNHW students with women in the United States over 25 years of age. Also shown is the educational attainment of their husbands compared to men in the United States over age 25.[32]

These data highlight the fact that the DNHW students and their husbands are exceptionally well educated compared to the U.S. population over age 25. However, the table also points out the educational imbalance between DNHW students and their husbands. Almost 46 per cent of women in DNHW had earned bachelor's degrees compared to 85 per cent of their husbands. Only 5.4 per cent of the DNHW students had earned advanced degrees compared to 51.4 per cent of their husbands.

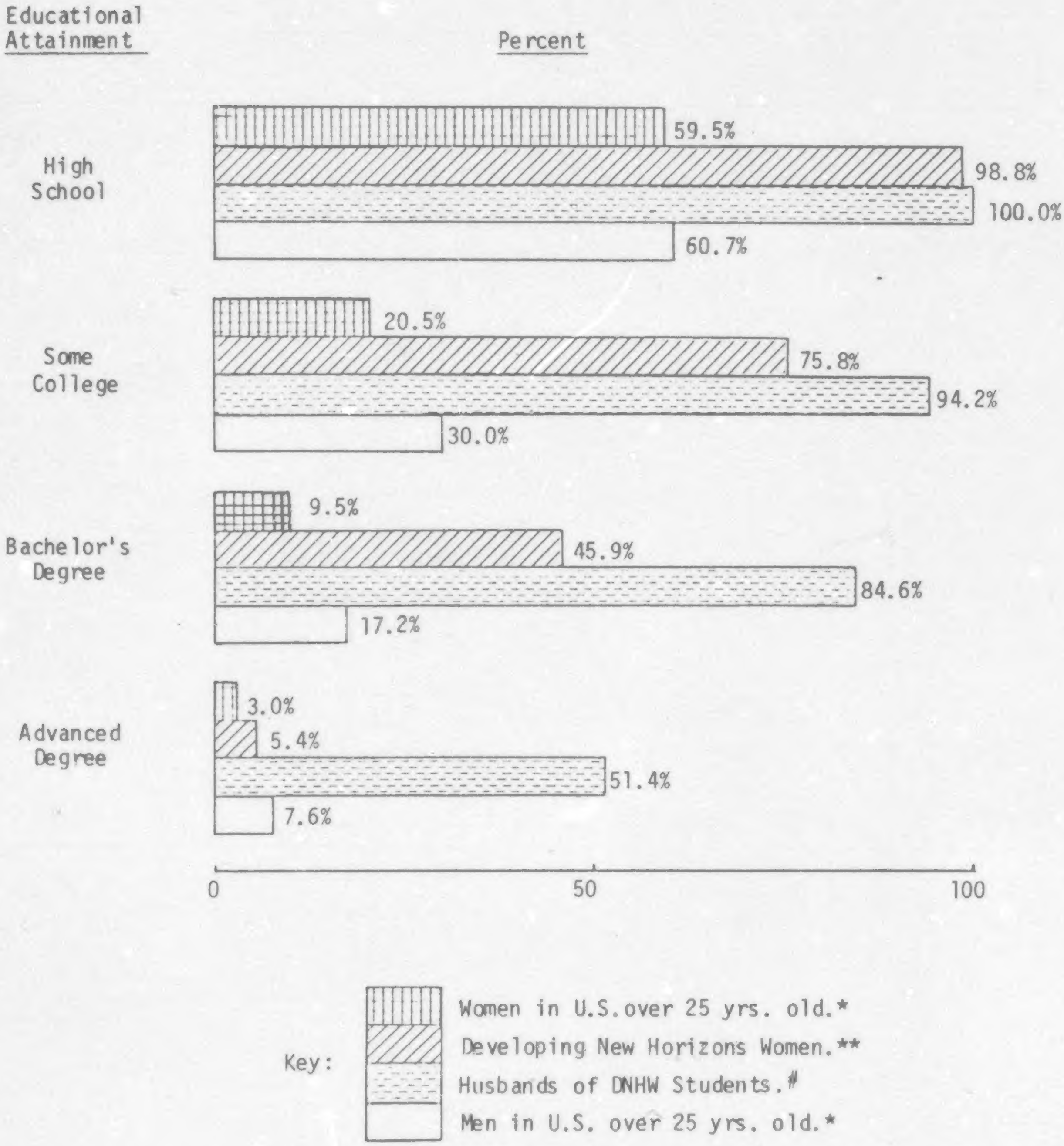
Figure 1 illustrates further the data presented in Table 25.

Table 25. Comparison of Educational Attainment of DNHW Students and Their Husbands With the Average U.S. Population Over 25 Years Old Living in the Metropolitan Area

Educational Attainment	Per Cent of DNHW Students (N=3,246)	Per Cent of Women in U.S. Over 25 yrs. old*	Per Cent of DNHW Husbands (N=2,995)	Per Cent of Men in U.S. Over 25 yrs. old*
High school	98.8	59.5	100.0	60.7
Some college	75.8	20.5	94.2	30.0
Bachelor's degree	45.9	9.5	84.6	17.2
Advanced degree	5.4	3.0	51.4	7.6

*See Reference 32 in Literature Cited.

Figure 1. A Comparison of the Educational Attainment of DNHW Students and Their Husbands With the U.S. Population Over 25 Years Old Living in Metropolitan Areas.



* See Reference 32 in Literature Cited.

** N = 3,246

# N = 2,995 women who responded to questions about husbands.

Table 26 lists the occupational categories of husbands of DNHW and CDEW students. The top-ranking occupational categories include management, architecture, engineering, law, and medicine. The list of occupational categories demonstrates that the husbands are using their high level of educational attainment by holding very responsible positions in government, business, and industry.

Table 26. The Occupations of the Husbands of Women Who Enrolled in DNHW and CDEW (1964 to 1974)

Occupations of Husbands	DNHW (N=2,218)		CDEW (N=79)	
	No.	Per Cent	No.	Per Cent
Administration, Management	648	29.2	17	21.5
Architecture, Engineering	261	11.8	11	13.9
Law	226	10.2	2	2.5
Medicine, Health	195	8.8	6	7.6
Physical Science, Mathematics	194	8.7	5	6.3
Merchandising, Sales	155	7.0	2	2.5
Military	118	5.3	9	11.4
Education	85	3.8	4	5.1
Social Science	82	3.7	5	6.3
Banking, Finance	69	3.1	3	3.8
Writing, Journalism	52	2.3	2	2.5
Services (Repairs, etc.)	27	1.2	-	-
Foreign Service	24	1.1	2	2.5
Biological Sciences	20	0.9	1	1.3
Entertainment, Recreation	14	0.6	2	2.5
Theology	11	0.5	1	1.3
Public Relations	11	0.5	2	2.5
Art, Photography	10	0.5	-	-
Museum, Library, Archives	8	0.4	-	-
Retired	5	0.2	1	1.3
Pilot	2	0.1	-	-
Veterinarian	-	-	1	1.3
Student	-	-	1	1.3
Unemployed	-	-	2	2.5

Table 27 shows where husbands of DNHW and CDEW students are employed. As one might expect in the metropolitan Washington area, the largest per cent of DNHW husbands were employed by the Federal government (31.8 per cent). Another 26.2 per cent were employed in business and industry, 16.1 per cent were self-employed, and 15.6 per cent in military service.

As indicated in Table 26 only 118 (5.3%) were classified under military occupations. In this table if they had other occupational classifications such as engineer, physician, fiscal officer, they were not classified as military. However, as shown in Table 27, 15.6 per cent of the husbands were military personnel, most of whom were commissioned officers.

The data on husbands do not indicate the extent to which their wives worked to help pay for their husband's advanced education and thus aided in their husband's career development. Nor do the data indicate the extent to which these women made personal sacrifices in their own career development by assuming extensive family and home responsibilities while their husbands were occupied with the demands of their careers.

Most of the husbands encouraged their wives to enroll in DNHW as a first step in continuing their education or toward re-entry into the labor market. The prior discussion of ability of these women to achieve academically, and their former positions indicates the great reservoir of underutilized talent among women who enrolled in DNHW and CDEW.

Table 27. The Employers of the Husbands of the Women Who Enrolled in DNHW and CDEW (1964 to 1974)

Husband's Employer	DNHW (N=2,933)		CDEW (N=77)	
	No.	Per Cent	No.	Per Cent
Government: Civilian	932	31.8	22	28.6
Military	457	15.6	10	13.0
Business, Industry	769	26.2	24	31.2
Self-employed	473	16.1	9	11.7
Non-profit organization (educational, religious, charity)	251	8.6	10	13.0
Other	51	1.7	2	2.6

Their Children

The number of children among women who participated in DNHW and CDEW is presented in Table 28. As indicated by the median, half of the women have no more than two children, but the larger families of the remainder boost the average to 2.7 children. According to the 1970 Census,[33] married women between ages 25 and 34 years have had on the average 2.4 children, while married women between ages 35 to 44, the age range of many women in DNHW, had 3.1 children. The average number of children per married woman in the U.S. is currently about 2.4, as compared with an average of 2.7 for DNHW women. However, many of the women who have attended during the ten years covered by this study bore their children during the post-war years, when larger families were more popular than they are in 1974. As one might expect from a group of younger employed women, many who enroll in CDEW do not have children--35.8 per cent compared with 4.6 per cent of the married women who enrolled in DNHW.

Table 28. The Number of Children of Married Women Enrolled in DNHW and CDEW

No. of Children	DNHW (N=3,091)		CDEW (N=123)	
	No.	Per Cent	No.	Per Cent
None	141	4.6	44	35.8
1	304	9.8	18	14.6
2	1,049	33.9	33	26.8
3	881	28.5	13	10.6
4	455	14.7	8	6.5
5	147	4.8	5	4.1
6	71	2.3	-	-
7	23	0.7	1	0.8
8	11	0.4	-	-
9	6	0.2	-	-
10	2	0.1	-	-
11	1	-	1	0.8
Modal number of children:	2		None	
Median number of children:	2.1		1.0	
Mean number of children:	2.7		1.6	
Total number of children:	8,360		198	

Table 29 describes the children according to age range and educational level. At the time they enrolled in DNHW, 5 per cent of the women had only pre-school children and 82 per cent had children who were school-age. About 17 per cent of the women appeared to be relatively free from family responsibilities: the 5 per cent who had no children and the 12 per cent who had children over 18 years of age. However, about 10 per cent of the women who enrolled in CDEW had pre-school children and another 40 per cent had school-age children, indicating the extent of the multiple roles of these CDEW students.

Table 29. The Age Ranges of the Children of Married Women Enrolled in DNHW and CDEW (1964 to 1974)

Age Ranges of Children (Years)	DNHW (N=3,091) No.	DNHW (N=3,091) Per Cent	CDEW (N=123) No.	CDEW (N=123) Per Cent
Preschool (below 6)	156	5.0	12	9.8
Preschool through school-age (1 to 18)	505	16.3	6	4.9
Preschool through college-age (1 to 22)	17	0.5	0	0.0
School-age only (6 to 18)	1,288	41.7	30	24.4
School-age through college & adult (6 to 22)	616	19.9	13	10.6
College and adult (over 18)	368	11.9	18	14.6
Married with no children	141	4.6	44	35.8

A graph is presented in Figure 2 to illustrate the relationship between the age of the youngest child in the family and the mother's participation in DNHW. In Figure 2 the age of the child is plotted against the number of mothers who attended the course since 1971. Youngest children plotted, the modal, or most frequent, age of youngest child was 6 years. Approximately 50 per cent of the mothers in this group had youngest children who were 9 years old or younger. The graph shows that 55 per cent of the youngest children were between ages 3 and 11, which includes the range from nursery school to sixth grade.

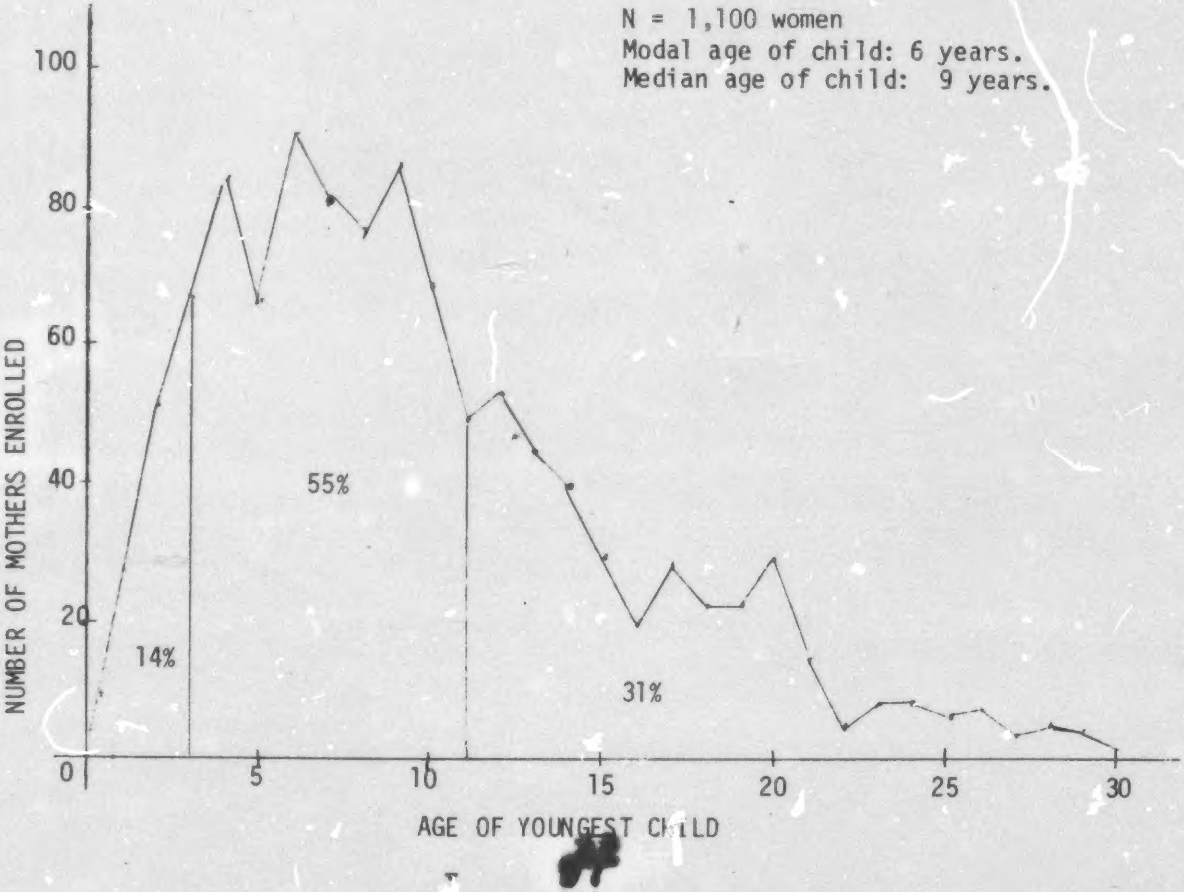
It appears from these data that once the youngest child begins to spend time away from home each day, many women are motivated to use their free time to plan ahead for activities outside their traditional child-rearing role. The graph indicates a peak at age 4 when children enter nursery school and will soon enter kindergarten, a significant peak at age 6 when children enter first grade, at age 12 when they enter junior high school and at age 17 just before many enter college. The lesser peak at age 20 indicates some women wait until their youngest child is about to finish college or vocational training, is married, or enters military service.

From these data the age of the youngest child appears to be related to the extent to which the mother takes her first step toward further education or a career. Thus the age when she has her last child is an important consideration in her career development outside the home. Research undertaken by Jessie Bernard indicates the number of children is directly related to successful achievement by women in a professional career.[34]

The efforts of CEW administrators in providing opportunities for mothers to continue their education on a part-time basis during child-rearing years and the awareness of the longer life span of women should alter future conclusions about women's achievement. On the other hand, an awareness of population growth crisis is changing the size of families. Thus, increasing numbers of young women will be motivated to achieve in professional careers.

Information on the age of the youngest child for 76 women in CDEW insufficient for a meaningful graph. However, there is a significant peak at five years and another peak near the median age which was 11.6 years for this small sample.

Figure 2. The Number of Mothers Who Enrolled in DNHW as Related to the Age of the Youngest Child (1971 to 1974)



FOLLOW-UP INFORMATION ON STUDENTS

Continuing Education for Women at The George Washington University was designed to meet needs of adult women. A continuous evaluation of its impact has been important to counsel students effectively and to design new programs to meet their needs.

Each person who participated in DNHW was asked to evaluate DNHW when she completed the course. Over the years changes were made based upon student and staff recommendations. Many former students through personal contacts and correspondence expressed enthusiasm and gratitude for their participation in this program. Some continued to enroll in CEW courses or other programs at The George Washington University. However, others were not heard from after the initial course. The mobility of the Washington area population is one contributing factor. This became apparent when brochures and newsletters were returned marked "moved - cannot be forwarded." Nonetheless, follow-up studies were undertaken in 1969 and 1974 to evaluate the CEW programs.

The extent to which students participated in all CEW programs at The George Washington University was determined by obtaining the total enrollment in each CEW program. This information is presented in Table 30. A total of 4,962 persons participated in the programs offered by CEW from 1964 to 1974. Approximately 67 per cent participated in DEVELOPING NEW HORIZONS FOR WOMEN, the initial group counseling course and almost 30 per cent in credit courses.

Table 30. Total Enrollment in CEW Programs (1964 to 1974)
(N = 4,962 persons)

CEW Program	Date Originated	No. of Students	Per Cent of Total Participated
Developing New Horizons for Women	Spring 1964	3,322	66.9
Credit Course Program	Fall 1965	1,457	29.4
Noncredit Course Program	Fall 1970	814	16.4
Career Development for Employed Women	Fall 1971	198	4.0
Legal Assistant Program	Fall 1972	119	2.4
Career Counseling for Girls	Summer 1973	18	0.4

Table 31 shows the extent of participation by 4,962 students in CEW programs. Approximately 55 per cent participated in the group counseling courses. Another 28 per cent enrolled in credit courses, noncredit courses, and the legal assistant program without the benefit of group counseling. However, 15 per cent of the total group had enrolled in credit or noncredit courses as well as DEVELOPING NEW HORIZONS FOR WOMEN.

Table 31. Participation of 4,962 Persons in the Programs Administered by Continuing Education for Women (1964 to 1974)

CEW Program	No. of Students	Per Cent
Developing New Horizons (or Career Development) Only	2,723	54.9
Credit Courses Only	762	15.4
Noncredit Courses Only	514	10.4
Legal Assistant Program Only	111	2.2
Credit and Noncredit Courses	36	0.7
Developing New Horizons & Credit Courses	527	10.6
Developing New Horizons & Noncredit Courses	131	2.6
Developing New Horizons, Credit & Noncredit Courses	132	2.7
Developing New Horizons & Legal Assistant Program	7	0.1
Developing New Horizons, Legal Assistant, & Noncredit	1	-
Career Counseling for Girls	18	0.4

Two follow-up surveys were conducted to determine the subsequent activities of CEW students after their initial participation at GWU.

1. A follow-up study was made during the Summer of 1969 by sending questionnaires to women who attended DNHW between Spring 1964 and Spring 1969.

2. Another follow-up study was undertaken in the Summer of 1973 by sending a short questionnaire to all participants in CEW programs 1964 through Spring 1973. This questionnaire was attached to the annual newsletter to CEW students.

FIVE-YEAR FOLLOW-UP SURVEY (1969)

During the Summer of 1969, questionnaires were mailed to 1,035 women who completed DNHW during the first five years of its existence. Completed questionnaires were returned by 540 former students. Additional information was available from another 273 "alumnae" through previous correspondence, and registration in other CEW programs. Thus some information on their educational and employment activities was available from 813 students.

Further Educational Pursuits

To what extent did these women continue their education? Table 32 presents a summary of educational activities of participants following their enrollment in DNHW. Seventy per cent had participated in one or more credit courses; 15 per cent became degree candidates, and 3 per cent completed a degree program. At the time of this survey approximately 20 per cent of the women had just completed DNHW during the past year, 1968-1969. Many of these women were not yet in educational programs but indicated they had plans to do so.

Table 32. DNHW Students Enrolled in Classes Who Subsequently Participated in Educational Programs (1964 to 1969)
(N = 813)

Educational Activity Subsequent to DNHW	Number	Per Cent
Enrolled in one or more credit or noncredit courses (includes degree candidates)	573	70
Became a degree candidate	125	15
Completed a degree program	22	3
Combined education with employment	224	28

To what extent had continuing their education helped them? Which problems did they encounter as students? What attitudes did they encounter from significant persons in their lives?

Table 33 presents the various ways these women indicated their education had been of benefit to them. Top-ranking reasons given were personal growth, a sense of achievement, and greater self-confidence. Also a considerable number gave preparation for employment and improved job qualifications.

Table 33. Extent to Which Further Education was Beneficial to Women Who Had Previously Participated in DNHW (1964 to 1969)
(N = 573)

Reason	Number of Replies	Per Cent
Personal Growth	304	25.2
Sense of Achievement	292	24.2
Greater Self-Confidence	256	21.3
Preparation for Employment	155	12.9
Improved Previous Job Qualifications	112	9.3
Achieved Professional Status	33	2.7
Preparation for Volunteer Services	30	2.5
Other Reasons	23	1.9
Total Replies	1,205	100%

The replies of DNHW students were similar to 221 mature married women degree candidates attending The George Washington University during Fall 1961. For this group, personal growth was the top-ranking reason given for undertaking degree programs.

A study of married black women attending Howard University in Washington, D. C. during 1971 also showed the top-ranking reason for continuing their education to be personal growth. This finding was particularly surprising to the investigator who indicated she expected these women to be motivated for economic reasons.[35]

To contribute significantly to society in the home, labor force, and in volunteer service requires that individuals first of all gain a sense of personal growth. The investment in postsecondary education for women is the greatest investment that this country can make toward solving economic, political, and human problems. As had been previously emphasized, the chief means by which potential is developed is through education. The extent to which people make their individual contribution and thus produce a synergetic effect to benefit this Nation depends first of all on each person achieving a sense of personal growth. Women have been able to communicate this need satisfaction through participation in educational programs.

Former DNHW participants were asked to indicate problems they encountered as students in continuing their education. Of the 573 who indicated they had participated in educational programs since completing DNHW, 161, or 28 per cent, reported they had not encountered problems in continuing their education. Table 34 lists, in rank order, problems encountered by the remaining 72 per cent of the students surveyed. Pressure of outside commitments, including home responsibilities, and financial pressure were significant problems expressed by former DNHW students. Other problems included lack of study time, lack of time for social life, mobility of family, physical problems, child care needs, lack of self-confidence, transportation, and attitude of significant persons.

Table 34. Problems Expressed by Women in Continuing Their Education Subsequent to Their Completion of DNHW (N = 382)

Rank	Problem	Number Indicating Problem
1	Pressure of outside commitments	114
2	Financial pressure	103
3	Lack of study skills	69
4	Lack of social life	39
5	Mobility of family	38
5	Physical Limitations	38
6	Lack of self-confidence	37
7	Child care while at class	36
8	Attitude of husband	33
9	Transportation problem	19
10	Attitude of others	9
11	Attitude of children	8
	Other problems (including family illness, work schedule, etc.)	45

Their Employment and Volunteer Service

Of the 540 questionnaire respondents, 346 or 64 per cent had been employed since completing DNHW. The majority were in part-time jobs. Their primary reasons for working included sense of achievement, feeling of personal worth, and involvement in worthwhile work. Table 35 lists the reasons given for working by 346 who completed DNHW between 1964 and 1969.

Table 35. Reasons Given for Working by Former DNHW Students
(N = 346)

Rank	Reason Indicated	Total Number
1	Sense of Achievement	154
2	Feeling of Personal Worth	149
3	Involvement in Worthwhile Work	146
4	Help to Finance Children's Education	80
5	Help to Finance Extras in Life	66
6	Help to Finance Own Education	31
7	Need to Support Self	27
8	Other Reasons	30

Approximately 36 per cent of those who indicated they entered the labor force since completing DNHW were in secretarial or clerical positions. Other occupational fields included education, library science, research, business, health services, and social service.

Almost 40 per cent of the employed women indicated they were employed by educational or nonprofit organizations. Other employees included Federal and state government, business, and industry. Some women indicated they were self-employed.

Of the 540 women who answered the questionnaire, 380 women (almost 70 per cent) had been engaged in one or more volunteer community service activity since completing DNHW.

Attitudes of Significant Persons

In the 1969 survey, former DNHW students were asked to indicate the attitudes of significant persons to their participation in educational and labor force activities. Table 36 summarizes this information. Very few indicated discouragement by significant persons. The range was 1 per cent by employers and professors, 2 per cent for husbands and children to 9 per cent by parents and in-laws. The extent of encouragement was 61 per cent by parents and in-laws to 91 per cent by employers.

Table 36. Extent to Which Significant Persons Encouraged Former DNRW Students in Their Education and Employment (N = 540 students from 1964 to 1969 classes)

	Encouraging		Tolerant		Discouraging	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Husband (N = 343)	267	78%	67	20%	9	2%
Children (N = 354)	245	69%	103	29%	6	2%
Parents, In-Laws (N = 272)	167	61%	82	30%	23	9%
Friends (N = 327)	237	72%	85	26%	5	2%
Employer (N = 187)	171	91%	14	8%	2	1%
Professors (N = 202)	179	89%	21	10%	2	1%

A comparison with 221 married women degree candidates attending The George Washington University in 1961 indicated the per cent of encouragement by significant persons was higher in 1969 than in 1961. The 1961 survey included only the attitude toward their educational activities. However, since most of these women were planning to enter the labor market the comparison seemed relevant. In 1961 only 30 to 32 per cent of the in-laws of married women students appeared to be encouraging. In 1961, 76 per cent of the husbands were encouraging compared to 78 per cent in 1969, which was not a marked increase. There was considerable change in attitude by professors, however, from 68 per cent in 1961 to 89 per cent in 1969. The 1961 survey predated Continuing Education for Women and awareness of the need for women to continue their education.[36]

The survey in 1969 predates the active women's movement and emphasis on legal rights of women. A subsequent survey may reveal further changes. This information was not requested in the 1973 follow-up.

TEN-YEAR FOLLOW-UP SURVEY (1973)

In August, 1973, almost ten years after the first DNHW class was initiated a follow-up survey questionnaire was mailed to former CEW students for whom an address was available. The questionnaire was distributed as part of the annual newsletter to 3,413 former students who had participated in the group counseling courses, daytime off-campus credit courses, and/or non-credit courses. Only 300 persons responded to this initial request. A subsequent mailing of the same questionnaire accompanied by a personal letter resulted in additional replies for a total of 1,023 completed questionnaires.

Table 37 indicates the response rate to the 1973 follow-up survey shown by their initial course enrollment and their prior education--no college, some college (at least 12 semester credits), bachelor's degree and advanced degree.

Table 37. Response of Students to 1973 Survey Analyzed by Their Initial Course Enrollment and Their Prior Educational Attainment

		Prior Educational Attainment							
		No College		Some College		Bachelor's Degree		Advanced Degree	
Initial CEW Course	N Sample	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
DNHW	830	121	15%	252	30%	401	48%	56	7%
CDEW	43	6	14%	15	35%	19	44%	3	7%
Off-Campus Credit	102	14	14%	44	43%	34	33%	10	10%
Noncredit	48	5	10%	5	10%	30	63%	8	17%
Totals	1,023	156	15%	316	31%	484	47%	77	8%

To determine whether this population was representative, a comparison was made between the educational attainment profiles for DNHW students enrolled from 1964 to 1973 and the educational attainment profiles of the respondents to the questionnaire. Table 38 presents this comparison with percentages of total enrollment for each educational category for DNHW students. The per cent response was greatest for those with the highest level of educational attainment. Only 17 per cent of the women who had no previous college responded compared to 34 per cent of those who had bachelor's degrees and 35 per cent who had previously earned graduate or professional degrees. Thus, among the total

DNHW classes, 24 per cent had no prior college but only 15 per cent of the questionnaire replied were from this group. Responses from the 30 per cent who had some previous college was exactly representative of the questionnaire replies (30%). Although 40 per cent of all DNHW students had earned bachelor's degrees, the respondents to the questionnaire were overrepresented in this category (48%).

Table 38. Questionnaire Response by Former DNHW Students According to Their Educational Background Prior to Enrollment (1964 to 1973)

	Prior Educational Attainment				
	No Prior College	Some College	Bachelor's Degree	Master's Degree	Total
DNHW Class Profile 1964 to 1973					
Number	716	898	1,186	161	2,961*
Per Cent	24%	30%	40%	6%	100%
DNHW Follow-Up Survey Profile					
Number	121	252	401	56	830
Per Cent	15%	30%	48%	7%	100%
Percent of DNHW Responding to Follow-Up Survey	17%	28%	34%	35%	28%

* Includes 19 semesters of DNHW classes; therefore, the number of students is less than total included in demographic data, which represents 20 semesters 1964 to 1974.

Table 39 presents the same type of comparison for CDEW students. Among the former CDEW students, 33 per cent responded to the questionnaire compared to a total of 28 per cent for DNHW. All CDEW students had completed the course within the previous two-year period. In Table 40, the response rate was higher for former students who had most recently completed the program. Table 39 shows the responses for CDEW to be more representative for each educational category than for the DNHW students. However, the total number of respondents for CDEW was only 43 compared to 830 for DNHW. Of almost 300 former students who were known to have achieved personal goals such as undertaking degree programs or entering the labor force after completion of DNHW or CDEW, only 33 per cent responded to the 1973 survey questionnaire. Since two-thirds of these "achievers" had earned degrees before attending CEW their response rate was comparable to the total group. This indicates that there was not an excessive response to the questionnaire by those who felt they had benefited by the counseling program. Therefore, it appears that the "no response" group includes achievers as well as nonachievers.

Table 39. Questionnaire Response by Former CDEW Students According to Their Educational Background Prior to Enrollment (1971 to 1973)

	Prior Educational Attainment				
	No Prior College	Some College	Bachelor's Degree	Advanced Degree	Total
CDEW Class Profile 1971 - 1973					
Number	25	41	54	10	130
Per Cent	19%	31.5%	42.5%	8%	100%
CDEW Follow-Up Survey Profile					
Number	6	15	19	3	43
Per Cent	14%	35%	44%	7%	100%
Per Cent of CDEW Responding to Follow-Up Survey	24%	37%	35%	30%	33%

Table 40 shows the per cent of responses by year in which students were enrolled in DNHW, the only group for which there is data over the ten-year period The average response rate for the years 1969 to 1973 was 30% compared to 24% for the earlier years 1964 to 1969. The mailing addresses for the later classes were current so that questionnaires would probably reach a greater percentage. The overall response rate would probably have been higher for all classes if the questionnaire had been anonymous. However, the information obtained from this survey will be transferred to computer cards at a later date for analysis and comparison with information obtained during their enrollment in CEW. Thus, the identity of respondents will aid subsequent research studies.

Table 40. Questionnaire Response by Former DNHW Students According to the Year of Their Enrollment (1964 to 1973)
(N = 830)

Year Enrolled in DNHW	Per Cent Responding to 1973 Survey	Year Enrolled in DNHW	Per Cent Responding to 1973 Survey
Spring 1964	26%	1969 - 1970	29%
1964 - 1965	26%	1970 - 1971	25%
1965 - 1966	23%	1971 - 1972	29%
1966 - 1967	24%	1972 - 1973	36%
1967 - 1968	22%		
1968 - 1969	30%		
Mean Response 1964 to 1969	24%*	Mean Response 1969 to 1973	30%**

* 253 of the 1,035 women who attended the first 11 DNHW classes responded.

** 577 of the 1,926 women who attended the next 8 DNHW classes responded.

The Extent to Which Former CEW Students Have Continued Their Education, Contributed to the Labor Force, and/or Participated in Volunteer Community Service

Table 41 shows the various ways in which CEW students have continued their education. Only courses and educational programs at colleges, universities, or vocational schools were included in this tabulation. Noncredit courses or adult education programs offered by social and recreational organizations or by county extension agencies were not included.

Of the women who responded to the questionnaire survey, 55 per cent had taken at least one course subsequent to their initial CEW course. The tabulation shows that 54 per cent of DNHW students and 56 per cent of CDEW continued their education by entering undergraduate or graduate degree programs, credit courses, vocational training or programs to become professionally certified. Among the students who entered through daytime credit courses, 72 per cent continued their education beyond their first course, 25 per cent entered degree programs, and 11 per cent earned degrees. According to Table 41, the students who first entered CEW through the noncredit programs (other than DNHW and CDEW) were the least likely to undertake additional formal course programs for only 33 per cent indicated they did enroll in subsequent courses. However, the number of respondents is too small to draw conclusions.

Table 42 provides additional information on the 21 per cent who either enrolled in degree programs or completed their degrees. Since their initial CEW course 132 of the total of 215 (61.4%) were either graduate students or had completed graduate degrees. Of the 215 degree candidates and graduates, 166 (77.2 per cent) began their continuing education process with DNHW.

Tables 43, 44, and 45 present further interpretation of the follow-up analysis of former CEW students. Table 43 shows the previous level of educational attainment of students and partially aids in explaining their motivation for further education. Only 33 per cent of those who initially entered CEW programs through daytime off-campus credit courses had previously earned college degrees. This could explain the high percentage (72%) who subsequently continued their education. In contrast, 80 per cent of those whose first contact with CEW was a noncredit course had previously earned one or more degree. Thus the per cent of this group who continued in subsequent programs was lowest of all groups. However, those who did continue enrolled as graduate students.

Many women who enrolled in DNHW were uncertain of their goals. As indicated in Table 41, over half of them (54%) continued their education. This percentage is much lower than for those who entered via credit course enrollments. Table 38 shows that 55 per cent of DNHW had earned bachelor's or advanced degrees. It appears that many of these women were job-oriented rather than education-oriented. Although 80 per cent of the women who enrolled in CDEW were employed, and 51 per cent had previously earned degrees, 56 per cent subsequently entered educational programs. This high a percentage probably indicates their awareness that career development is dependent upon achieving further education or possibly their high achievement motivation.

Table 43 further indicates the extent to which former DNHW students participated in the labor force, combined education with employment and participated in significant volunteer activities. There do not appear to be differences dependent on prior educational background for women who participated in the labor force part-time or full-time after completing DNHW. A total of 28 per cent participated as full-time employees and another 28 per cent as part-time employees. Thirty per cent indicated they participated in the labor force as well as continued their education. Only 5 per cent indicated they participated in significant volunteer activities. Altogether 82 per cent continued their education, participated in the labor force and/or in significant volunteer activities after completing DNHW. The range was 77 per cent for those who had earned graduate degrees prior to their enrollment in DNHW to 88 per cent for those who had some college.

Table 44 shows that when classified by initial CEW course, 826 out of 1,023 respondents or 81 per cent participated in educational programs and/or the labor force. The range was 100 per cent for CDEW students to 71 per cent for noncredit students, with 80 per cent for DNHW and 79 per cent for off-campus credit course students. The lowest percentage of labor force participants were the group who first entered CEW programs by enrolling in off-campus credit courses. However, this is the group who had the highest percentage participation in subsequent educational programs. (Table 41)

Table 45 combines the data in Tables 43 and 44 by showing the prior educational background, the initial CEW course, and the extent to which women continued their education, participated in the labor force, or combined education with employment. As shown in this table there is a wide range of participation although for some groups such as CDEW and noncredit participants the numbers are small. On an overall basis, however, the percentages who did not participate in either further education or the labor force are important to re-emphasize--only 20 per cent for those whose initial course was DNHW, 21 per cent for off-campus credit courses, and 29 per cent for noncredit course participants. All CDEW students were in the labor force or in educational programs. The total per cent of non-participation in the labor force and/or in subsequent educational programs was 19 per cent based upon the respondents to the 1973 questionnaire survey.

A further analysis will be made when demographic data and follow-up data for each student can be analyzed through the use of a computer. Based on information presented in this report it appears that participation in Continuing Education for Women at The George Washington University aided many women in achieving their goals. This process enabled them to satisfy their own needs, contribute to their own family's welfare, and in addition contribute significantly to their communities through labor force activities and/or significant volunteer service.

An analysis of the steps taken by 30 selected students, varying in age, educational background, and goals, is presented in the following section.

Table 41. The Extent to Which Students Have Continued Their Education Classified by Their Initial CEW Course

Initial CEW Course	N Sample	Entered a Degree Program: Undergraduate No.	%	Entered a Degree Program: Graduate No.	%	Completed a Degree Program: Undergraduate No.	%	Completed a Degree Program: Graduate No.	%	Vocational Training Only No.	%	Credit Courses (No degree) No.	%	Education for Certification* No.	%	Total Who Continued Their Education No.	%
DNHW	830	36	4%	62	7%	23	3%	45	5%	26	3%	257	31%	3	1%	452	54%
CDEW	43	2	5%	4	9%	-	-	-	-	1	2%	17	40%	-	-	24	46%
Off-Campus																	
Credit	102	15	15%	10	10%	7	6%	4	4%	2	2%	33	32%	2	2%	73	72%
Noncredit	48	-	-	5	10%	-	-	2	4%	5	10%	4	8%	-	-	16	33%
Total	1,023	53	5%	81	8%	30	3%	51	5%	34	3%	311	30%	5	1%	565	55%

*One received certification as a public accountant; four as public school teachers.

Table 42. The Participation of Former CEW Students in Degree Programs Classified by Their Initial CEW Course Enrollment

Initial CEW Course	N Sample	Enrolled in a Degree Program: Bachelor No.	%	Enrolled in a Degree Program: Master No.	%	Enrolled in a Degree Program: Adv'd Degree No.	%	Completed a Degree Program: Associate No.	%	Completed a Degree Program: Bachelor No.	%	Completed a Degree Program: Master No.	%	Completed a Degree Program: Adv'd Degree No.	%	Total Pursuing Degrees No.	%
DNHW	830	36	4%	56	7%	6	1%	9	1%	14	2%	42	5%	3	1%	166	20%
CDEW	43	2	5%	3	7%	1	2%	(CDEW established 1971; too recently for degree completion)								6	14%
Off-Campus Credit	102	15	15%	8	8%	2	2%	1	1%	6	6%	4	4%	-	-	36	35%
Noncredit	48	-	-	4	8%	1	2%	-	-	-	-	2	4%	-	-	7	15%
Total	1,023	53	5%	71	7%	[illegible]	1%	10	1%	20	2%	48	5%	3	1%	215	21%

Table 43. The Participation of Former DNHW Students in Educational Programs, the Labor Force and Significant Volunteer Activities According to Their Educational Background Prior to Enrollment in DNHW
N = 830

Educational Attainment Prior to Enrollment in DNHW	N Sample	Total Who Continued Education after Completing DNHW*		Total Who Participated in Labor Force: Full-time		Part-time		Those Who Continued Education and Participated in Labor Force		Those Who Participated in Significant Volunteer Activities		Total Who Participated i Education, the Labor Forc or Volunteer Activities	
		(No.)	Per Cent	(No.)	Per Cent	(No.)	Per Cent	(No.)	Per Cent	(No.)	Per Cent	(No.)	Per Cent
No Prior College	121	66	55%	34	28%	30	25%	31	26%	3	2%	100	83%
Some College**	252	148	59%	66	26%	73	29%	76	30%	17	7%	221	88%
Bachelor's Degree	401	213	53%	119	30%	114	28%	128	32%	19	5%	320	80%
Advanced Degree	56	25	45%	12	21%	17	30%	14	25%	3	5%	42	77%
Total	830	452	54%	231	28%	234	28%	249	30%	42	5%	683	82%

*Includes all formal education--degree programs, credit courses, vocational certification.

**At least 12 semester hours.

Table 44. The Participation of Former CEW Students in Educational Programs and/or the Labor Force Classified by their Initial CEW Course Enrollment
N = 1,023

Initial CEW Course	N Sample	Total Who Enrolled in Subsequent Educational Programs*		Total Who Participated in the Labor Force: Full-time		Part-time		Total		Total Who Participated in Educational Programs and in the Labor Force		Total Who Participated in Educational Program and/or in the Labor For	
		(No.)	Per Cent	(No.)	Per Cent	(No.)	Per Cent	(No.)	Per Cent	(No.)	Per Cent	(No.)	Per Cent
DNHW	830	452	54%	231	28%	234	28%	465	56%**	249	30%	668	80%
CDEW	43	24	56%	37	86%	3	7%	40	93%#	21	49%	43	100%
Off-Campus Credit	102	73	72%	17	17%	30	30%	47	46%	39	38%	81	79%
Non-Credit Courses	48	16	33%	11	23%	17	35%	28	58%	10	21%	34	71%
Total	1023	565	55%	296	29%	284	28%	580	57%	319	31%	826	81%

*Includes all formal education--degree programs, credit courses, and vocational training.
**12% were employed when they enrolled in DNHW.
#80% were employed when they enrolled in CDEW.

Table 45. The Participation of Former CEW Students in Educational Programs and/or the Labor Force According to their Educational Background Prior to Enrollment in CEW and their Initial CEW Courses.
(N = 1023)

Prior Educational Background	Initial CEW Course				
	DNHW	CDEW	Off-Campus Credit	Non Credit	Total
No Prior College	N = 121	N = 6	N = 14	N = 5	N = 146
Continued Education	55%	50%	79%	-	55%
Employed Full Time	28%	83%	29%	20%	30%
Employed Part Time	25%	17%	21%	-	23%
Cont'd. Educ. & Employed	26%	100%	36%	-	35%
Some College	N = 252	N = 15	N = 44	N = 5	N = 316
Continued Education	59%	53%	78%	20%	60%
Employed Full Time	26%	87%	16%	-	27%
Employed Part Time	29%	-	32%	80%	29%
Cont'd. Educ. & Employed	30%	87%	39%	20%	42%
Bachelor's Degree	N = 401	N = 19	N = 34	N = 30	N = 484
Continued Education	53%	58%	68%	40%	54%
Employed Full Time	30%	89%	9%	27%	30%
Employed Part Time	28%	5%	32%	33%	28%
Cont'd. Educ. & Employed	32%	95%	35%	20%	34%
Advanced Degree	N = 56	N = 3	N = 10	N = 8	N = 77
Continued Education	45%	67%	70%	38%	49%
Employed Full Time	21%	67%	30%	25%	25%
Employed Part Time	30%	33%	20%	38%	30%
Cont'd. Educ. & Employed	25%	100%	40%	25%	25%
Per Cent Who Did Not Participate in Education and/or Employment (See Table 44)	20%		21%	29%	19%

CASE STUDY OUTLINES

The demographic information and follow-up studies about students presented in this report describe women as a total group. Space does not permit a description of each of the hundreds of women represented who have achieved some measure of success through education, employment, or community service. However, thirty women were selected to show the process in achieving their goals. These individuals represent a range in age, educational attainment, interests, limitations, and achievements. The case history outlines are arranged by the educational background of each woman when she enrolled in DEVELOPING NEW HORIZONS FOR WOMEN, beginning with 6 women who had no previous college, and continuing with 10 women who had some college, and 14 women who had earned baccalaureate degrees.

The first three lines include the name of the student and the year she attended DEVELOPING NEW HORIZONS FOR WOMEN, along with her marital status, her age, and number of children and their ages when she was a student in this course. The next section, Prior to DNHW, presents additional information on education and achievement. Since DNHW shows the step-by step process to achieve her goals.

Pictures of some of these women are shown below as well as on pages 109, 110 and 126.

Myra Sklarew

Ann Harrod

Charlotte Conable

Ann Schmidt

Jacqueline Nye

Emogene Baxter

Martha Morales

Lucy Benton

Joanne Liers

Mary Jane OYLER (DNHW 1972)
Age: 52
Widowed - 4 children, ages 21 to 30

Prior to DNHW

Birthplace: Chicago, Illinois
High school graduate and business training.
13 years' secretarial and administrative assistant experience - Project Hope, The White House, Alexandria Hospital, and a law firm.

Since DNHW

GOAL: To combine my interests in religion and hospital work.

1. Obtained position as Administrative Associate to the Chairman of Department of Medicine, GWU.
2. Enrolled in courses at the Virginia Theological Seminary to become a lay reader in the Episcopal Church.
3. Accepted position as Assistant to Administrator of Arlington Hospital.

"When I enrolled in DNHW I was in a state of confusion and change because I had lost my husband and my children were grown. I resigned from a position which was important to me for many years and it seemed there was definite need for a new direction if the future was to have meaning... The knowledge gained from the class gave me a feeling of worth and proved to me that despite my lack of formal education beyond high school, there was hope for me."

Catherine E. CUMMINGS (DNHW 1971)
Age: 47
Married - 5 children, ages 8 to 18

Prior to DNHW

Birthplace: Boston, Massachusetts
High school dropout due to illness.
7 years' experience as hairdresser.
1 year owned beauty shop.
Volunteer work for church, American Red Cross and Outreach Huntington in Maryland.
Paid director of two church choirs.

Since DNHW

GOAL: To earn a college degree.

1. Passed the General Education Diploma examination.
2. Accepted as special student to the Prince George's Community College.
3. Received her Associate in Arts degree in May, 1974 from Prince George's Community College.
4. Earned a letter of commendation from the Dean of the College for her grade point average.
5. Working toward B.A. in music at Bowie State College.

"Participation in New Horizons gave me the confidence to continue my education. The bonus in going back to school has been a greater understanding of my own children, and a new respect for young people."

Leona PATTERSON (DNHW 1970)
Divorced - 4 children, ages 15 to 23

Prior to DNHW

Birthplace: Uniontown, Pennsylvania
High school graduate.
13 years' sales and office work experience.
Volunteer work - church and scouts.

Since DNHW

GOAL: To train for a new career.

1. Accepted for training by Hannah Harrison School, Washington, D.C., in Institutional Housekeeping Management.

2. Career Advancement Scholarship from Business and Professional Women's Foundation.

3. Employed as Administrative Housekeeper, Quality Inn Iwo Jima, Arlington, Virginia.

4. Member of Board of Directors and Membership Chairman, National Executive Housekeepers' Association.

"The Hannah Harrison School gave me skills to start a new career."

Diana A. REHMS (DNHW 1972)
Age: 36
Married - 2 children, ages 8 and 12

Prior to DNHW

Birthplace: Washington, D.C.
High school graduate.
6 years' full-time secretarial experience with Federal Government.
Professional modeling experience.
Volunteer service with Meridian House (international center) and Episcopal Church.

Since DNHW

GOAL: To enter radio-television field.

1. Volunteered services to Station WAMU-FM "HOME" show, at American University campus.

2. When Assistant Producer of "HOME" show left, she was given that paid position.

3. In December, 1974, she began producing her own half-hour program, called "Mind and Body", which is broadcast once weekly. She remains Assistant Producer of "HOME" show.

"My salary is not large, but it is the most rewarding money I've ever earne I spend many hours on the job--many more than those for which I'm paid--but I con tinue to learn about the broadcasting business, and that is a very great satis faction indeed."

Lucy BENTON (DNHW 1968)
Age: 42
Married - 1 daughter, age 20

Prior to DNHW

Birthplace: Dyer, Arkansas
High school graduate
Tractor salesperson - International Harvester.
8 years' experience - sales, office work and statistical clerk.
Extensive leadership volunteer work with church, PTA, Girl Scouts, and American Red Cross.

Since DNHW

GOAL: To continue to be the best volunteer I know how to be and to take as much training as possible to reach that goal.

1. Twelve courses at Metropolitan Mental Health Skills Center - Washington School of Psychiatry.

2. Training as a tax aid counselor to the elderly.

3. Volunteer work with troubled children, adults and families.

"DNHW started me on the road to real self-awareness, self-acceptance, and self-confidence. I gained the confidence to do some public speaking, and to teach and to lead group discussion."

Martha MORALES (DNHW 1968)
Married - 4 children, ages 13 to 19

Prior to DNHW

Birthplace: New York City
High school graduate, 1 year nurse's training, and business training.
1 year of office experience.
10 years' volunteer experience in hospital work.

Since DNHW

GOAL: To earn a Bachelor's degree.

1. Began off-campus CEW courses at GWU.

2. Volunteer work with Head Start.

3. Became degree candidate in Columbian College, major in Art History.

4. Completed B.A. degree December, 1974, at GWU.

"DNHW directed my life along a totally new path--truly opening 'new horizons' for me. My life is fuller and richer now. I am happier within myself as a result of gained knowledge and experience in college. My family has benefited in that a fulfilled woman is a better wife, mother, and companion. Certainly a 'side effect' is learning to budget one's time--get more things done in shorter periods of time."

Eleanor Hempstone BOWMAN (DNHW 1970)
Age: 46
Married - 3 children, ages 20 to 26

Prior to DNHW

Birthplace: Shanghai, China
Graduate of Miss Porter's School, Farmington, Connecticut - valedictorian.
Professional training and career as concert and opera singer.
Taught voice, piano, and general music.

Since DNHW

GOAL: To pursue a double career as a singer-voice teacher and writer of historically-based fiction, and complete a degree program.

1. Enrolled in CEW credit courses toward degree.

2. Continued studio teaching with limited number of students.

3. Limited professional commitments as soloist.

4. Two writing projects in process.

"At the peak of this music career, and with children grown and launched, academia still beckoned! But I was afraid I was too old. I was afraid I'd fail. I was afraid to make the necessary changes in my life. I badly needed confidence, a show of faith, a catalyst. This is exactly what New Horizons did for me. It opened my eyes to a new awareness of the relationship between my total life span and my education."

Mary L. HEWITT (DNHW 1970)
Age: 38
Divorced - 2 children, ages 6 and 11

Prior to DNHW

Birthplace: Tunnelton, Pennsylvania
High school graduate
2 years' clerical experience with U.S. Government.
6 years' experience with D.C. schools as teacher's assistant and video assistant.
7 years' volunteer work in educational activities.
College courses at University of Maryland and D.C. Teachers College.

Since DNHW

GOAL: To continue working with the media to bring constructive change into lives of children and families in her community.

1. Continued working toward B.A. degree at D.C. Teachers College.

2. Selected as video technician in Follow Through project with D.C. schools.

3. Project analyst for Follow Through; edited publications.

4. Wrote, filmed, produced, directed, and narrated 18-minute documentary titled, "It's a Small World."

"The motivation I received from the New Horizons course still exists to the extent that I have the desire to continue into other phases of the educational process for low-income children in the District of Columbia from the standpoint of an administrator and parent."

Joan T. FOSTER (DNHW 1971)
Age: 51
Married - 3 sons, ages 24 and 28 (one deceased at age 20)

Prior to DNHW

Birthplace: Fort Riley, Kansas
2 years' college - University of Georgia and Southern Methodist University
1 year experience as kindergarten teacher.
2 years' experience as bank teller.
Youngest son died after drug overdose.

Since DNHW

GOAL: To complete a degree program and gain competence in field of parent-child group therapy.

1. Enrolled in CEW off-campus credit courses, working toward a Bachelor's degree.

2. Enrolled in courses for Laymen at Virginia Theological Seminary.

3. Began work at Drug Rehabilitation Center in Stephenson, Virginia.

"Continued learning is necessary in a changing world. Ignorance about drugs and lack of knowledge about current pressures on young people in today's society prevents parents from being more effective."

Ina H. SCHWARTZ (DNHW 1967)
Age: 38
Married - 2 sons, ages 3 and 5

Prior to DNHW

Birthplace: Rolla, Missouri
Completed 30 credits at GWU prior to her marriage.
8 years' experience as a legal secretary.

Since DNHW

GOAL: To teach Art History or to work in a museum.

1. Enrolled in CEW off-campus credit courses. Then enrolled in campus courses when a degree candidate in Art History.

2. Increased number of courses to 3, then 4 and then 5 each semester until she completed B.A. degree at GWU.

3. Will complete M.A. degree in Art History and Theory in 1975 at GWU.

"I was always interested in fine arts, but never thought in terms of a career in Art History. It was pointed out in DNHW that based upon my interests and aptitude I could go on to college and develop new skills and knowledge or use my previous work experience to re-enter the world of work. I have not changed the goals I set in DNHW."

Baja M. CLARKE (DNHW 1965)
Age: 45
Married - 3 children, ages 9 to 13

Prior to DNHW

Birthplace: West Liberty, Iowa
Registered Nurse
6 years' nursing experience.
Volunteer work with Red Cross, church, Girl Scouts and PTA.

Since DNHW

GOAL: To find way back to working world.

1. Moved to California.
2. Earned Associate of Arts degree at local community college.
3. B.A. degree (Psychology) in 1970 from San Jose State University.
4. Employed as a social worker by San Mateo County, California.

"Instead of withering away from lack of activity I have entered a new and fascinating world.... My income has aided two daughters in college. The older is studying music and the second, engineering. I am sure they have benefited by watching me and will continue in their careers even though they may raise families."

Dorothy M. BEAUREGARD (DNHW 1971)
Age: 36
Married - 5 sons, ages 6 to 14

Prior to DNHW

Birthplace: Washington, D.C.
Two years' college - math and chemistry

Since DNHW

GOAL: To complete an undergraduate degree and enter the health services field.

1. Granted a partial scholarship by Columbian Women, GWU.
2. Earned Bachelor's degree in Environmental Health, GWU, 1973.
3. Continued volunteer work with PTA and church.
4. Employed part-time in Environmental Health at Bethesda Naval Hospital.

"Developing New Horizons gave me the final nudge in the way of self-confidence to complete my undergraduate college work.... At the moment I am concerned with health care facilities and health education. A part-time job may be a 'cop out' but since I have a previous commitment to my husband and sons, a full-fledged career is not one of my immediate goals. However, a contribution of my talents in a part-time job are definite possibilities for me now."

Carolyn CUMMINGS-SAXTON (DNHW 1970)
Age: 29
Married - 3 children, ages 3 to 9

Prior to DNHW

Birthplace: Ft. Benning, Georgia
1 year college - Goucher College
Intermittent employment as bookkeeper and secretary while husband earned Ph.D.

Since DNHW

GOAL: To earn B.A. degree as an academic base for graduate work in medicine or urban anthropology.

1. Awarded CEW tuition scholarship.
2. Enrolled in CEW off-campus credit courses.
3. Full-time job with The Reston Times Newspaper.
4. Part-time jobs--photography, editing technical reports, bookkeeping and secretarial work.
5. Degree candidate at Columbian College, GWU; majors in zoology and anthropology.

"The turning point for me was the encouragement to apply and the acceptance into the Columbian College of Arts and Sciences at GWU based upon my recent work in CEW's program and the award of a CEW scholarship supporting my efforts as a serious student."

Joanne Kim LIERS (DNHW 1972)
Age: 31
Married - 2 children, ages 5 and 6

Prior to DNHW

Birthplace: Honolulu, Hawaii
2 years' college - University of Minnesota
5 years' full-time work experience - lab technician and project specialist in surgery while husband completed his Ph.D. degree.
Volunteer service as teacher's aide.

Since DNHW

GOAL: Complete Bachelor's degree and enter an area of health service.

1. Enrolled in How to Study - CEW noncredit course.
2. Awarded a scholarship by Zonta Club of Washington, D. C.
3. Completed 24 semester credits in CEW program at GWU.
4. Applied for Physician's Assistant Training Program at GWU.

"DNHW provided me with much needed models of women achievers helping other women."

Sandra D. ADAMS (DNHW 1973)
Age: 31
Divorced - 4 children, ages 3 to 7

Prior to DNHW

Birthplace: Washington, D.C.
1 year of college
Senior clerk in large insurance agency.
Prior to her marriage she supervised work of eight other clerks.
Volunteer work for Democratic Political Party.

Since DNHW

GOAL: Education for a new career.

1. Accepted ADC assistance.
2. Entered state employment WIN program (welfare assistance to train women to enter the work force).
3. Received tuition scholarship to Northern Virginia Community College.
4. Accepted into Physical Therapy Assistant's Program.

"The lecture on motivation made me realize that my life could be what I wanted it to be...I felt I had been such a failure. I guess I always felt failure was something you kept to yourself, and never realized it could be a tool of achievement. I've been sitting back and waiting for things to come to me. If I want to make a better life for myself and my children, I'm going to have to stop hiding and find out what I'm really capable of doing.... My biggest surprise came when we got the results of the tests. I had been belittling myself for so long and to find out that I wasn't as dull as I thought was a great morale booster. I started looking around my world with a new outlook and decided to try to go back to school."

Catherine FORT (DNHW 1968)
Age: 40
Married - 3 children, ages 8 to 15

Prior to DNHW

Birthplace: Orange, New Jersey
2 years' college - University of Georgia
Volunteer leadership roles with League of Women Voters and Episcopal Church.

Since DNHW

GOAL: To complete Bachelor's degree and focus on using her education and experience in more effective human relations.

1. Enrolled in CEW credit courses toward Bachelor's degree at GWU with major in psychology.
2. Became trainer with Mid-Atlantic Training Committee in group and organizational development.
3. Works with Virginia Episcopal Seminary's Field Education program in group settings integrating work experience with classroom teaching.
4. Works with Inter/Met - an interfaith, interdenominational seminary, recruiting women into the seminary, and working with students to help integrate work and classroom learning.

"My primary areas of work all grew from an initial interest in volunteer work. By developing my interests, knowledge, and skills, I have been able to find ways to move from 'free' work to 'paid' work and enjoy what I am doing."

Her goal is now in sight after a "long time coming". "I found work too interesting to quit for school and integrating what I get from courses with that which I'm actually doing is worthwhile. So, on I go...!"

Rosemary SEGALLA (DNHW 1970)
Age: 32
Married - 5 children, ages 3 to 10

Prior to DNHW

Birthplace: Teaneck, New Jersey
B.A. (Psychology), Fairleigh Dickinson
Volunteer community activities, including leadership positions in AAUW and PTA (New York State).
Substitute teacher.

Since DNHW

GOAL: To achieve a Ph.D. and a career as a clinical psychologist.

1. Received a Special Fellowship for Women tuition award for part-time graduate study at GWU. Completed 18 semester credits as part-time student.

2. Applied for Ph.D. program in clinical psychology. Accepted and became a full-time student.

3. Completed all course work for Ph.D. degree. Currently working on dissertation--internship begins September, 1975.

"My first semester as a graduate student included preparing course work, studying for graduate record exams, working out family responsibilities, study time, travel time, dealing with my own uncertainties about being a student again, finishing up course work after an unexpected illness. Without support from CEW, personal and financial, I would not be where I am today."

Rachel H. KOERNER (DNHW 1969)
Age: 48
Married - 2 daughters, ages 13 and 17

Prior to DNHW

Birthplace: Beaver Falls, Pennsylvania
B.A. (Music Education), Muskingum College, Ohio
4 years' experience as instructor and supervisor of music in high schools and college in Pennsylvania.
Taught voice at University of Maryland.
Soloist - 14 years at National Presbyterian Church (invited to sing at White House by President Eisenhower).
Volunteer work with American Red Cross, church, Heart Fund, and National Symphony.

Since DNHW

GOAL: To restructure my career and family life.

1. Gained courage to dissolve marriage of 28 years.

2. Applied for management position with Woodward & Lothrop. Promoted to Service Manager of Budget Stores: a year later to Supervisor of Mail and Telephone Order Department.

3. Promoted to Supervisor of Contingents and Reserve Force at Woodward & Lothrop--position entails supervision of 140 persons.

"My concerns when I entered DNHW were my age and years away from the academic world. My age has proved to be one of my greatest assets.... I am a person who has found peace, accomplishment, confidence, and 'new horizons' in my life."

Jacqueline J. NYE (DNHW 1967)
Age: 46
Married - 3 children, ages 11 to 19

Prior to DNHW

Birthplace: Durham, North Carolina
B.A. (Psychology), Goucher College
4 years WAVE officer.
5 years' work experience as substitute teacher and program assistant.
Volunteer services and educational organizations.

Since DNHW

GOAL: Graduate work in personnel or education. Hopes to develop personal and career goals for many years.

1. Research associate and consultant with University of Oklahoma.

2. Completed M.A. degree at GWU in Human Resource Development.

3. Employee Development Specialist with U.S. Civil Service Commission.

4. Doctoral candidate at GWU (Adult Education).

"DNHW gave me the confidence and inspiration to reenter the work force. .... How many men would work at a rewarding job for 20 years (like homemaking) and get no credit for it? We all need to find some way to credit the job of homemaker as work experience so that either men or women would do it."

Gertrude E. KRAMER (DNHW 1971)
Age: 32
Single

Prior to DNHW

Birthplace: Cleveland, Ohio
B.S. (Nursing), M.S. (Rural Sociology) - Ohio State University.
Exchange student to India.
8 years' experience as staff nurse (Ohio), and director of nursing (Nebraska).
Staff nurse at GWU Hospital.

Since DNHW

GOAL: To integrate nursing career with an M.A. program in Religion and Medical Care.

1. Completed 15 credit hours of undergraduate prerequisites in the Religion Department of GWU.

2. Continued as staff nurse at GWU Hospital.

3. M.A. degree candidate in Graduate School of Arts and Sciences, GWU, integrating Religion and Medical Care.

"New Horizons gave me the chance to consider many alternatives and appreciate my own interests and abilities as a woman in an atmosphere of caring and supportive counseling. For the first time in my life, I could choose that which felt 'right' for me and receive active support for my decision."

Mary Kay CAMPBELL (DNHW 1971)

Age: 41
Widow - 2 children, ages 13 and 15

Prior to DNHW

Birthplace: Pueblo, Colorado
B.S. (Business Administration), University of Arizona.
4 years' with Madeira School as Director of Student Life.
5 years' business management experience.

Since DNHW

GOAL: To enter a new professional career.

1. Enrolled in off-campus CEW courses at GWU.
2. Accepted for training with Merrill, Lynch, Pierce, Fenner and Smith, Inc.
3. Registered representative of New York Stock Exchange and Account Executive with Merrill Lynch.

"As a widow with two children I had rather high goals in wanting a professional job and one with a good potential income. New Horizons helped me define those goals. Through the testing, the classwork, and the association with those in the program, I found the confidence and sheer nerve to reach for what I wanted. I am totally committed and totally happy in my work."

Marian A. HOPE (DNHW 1966)

Age: 42
Divorced - 2 daughters, ages 9 and 11

Prior to DNHW

Birthplace: Kansas City, Missouri
B.A. (Business Administration)
6 years' experience as secretary.

Since DNHW

GOAL: To reenter labor force in a professional position.

1. Took Federal Service Entrance Exam.
2. Appointed as Planning Officer, Division of Performing Arts, Smithsonian Institution (1967-1973). Projects included Festival of American Folklife (on the Mall).
3. Appointed as Planning and Development head of the Ringling Museum of Art, Sarasota, Florida in 1973.

"My exposure to job opportunities in DNHW provided the self-confidence to proceed with a new life."

Amy P. HILL (DNHW 1972)
Age: 45
Divorced - 4 children, ages 12 to 18

Prior to DNHW

Birthplace: Brooklyn, New York
B.A. (English) - Howard University
Graduate courses - D.C. Teachers College and University of Maryland
3 years' teaching experience - D.C.
5 years' volunteer experience - PTA

Since DNHW

GOAL: To earn a Ph.D. in counseling and personnel services.

1. Ph.D. candidate at University of Maryland.

2. Assistant to head master - private school.

3. Patient representative at Georgetown University Hospital to improve patient-professional relationships and services.

4. One of first two women lay readers in her parish.

5. Studying in "Special Preparation for the Ministry" (preparation for the priesthood in the Episcopal Church).

"'Now, you're a young woman who can do just about anything you would like to.' .... Those words gave me and continue to give me confidence that I have never known before. As a result of this new awareness I have responded favorably to many responsible positions to which I would have had great apprehension before."

Ann Downing SCHMIDT (DNHW 1967)
Age: 41
Married - 4 children, ages 11 to 18

Prior to DNHW

Birthplace: Denver, Colorado
B.A. (English-Drama), Carleton College
3 years' experience in office work and journalism.
Leadership position in community.
Volunteer service in Denver.

Since DNHW

GOAL: To pursue career in journalism.

1. Refresher course in English - CEW, GWU, off-campus.

2. Part-time job with advertising agency

3. Writer of a Denver Post column, "Ann's Washington".

4. Washington correspondent for Denver Post full-time.

"DNHW provided a framework for escaping the housewife syndrome. It takes nerve, support, and know-how to break out of a comfortable prison. DNHW makes it respectable to think about yourself. I have the best of all worlds and find it's the best time of my life. My children are college-age and above, but I'm too busy to notice a void."

Ruth J. SIPLE (DNHW 1970)

Age: 58
Widow - 3 daughters, ages 23 to 29

Prior to DNHW

Birthplace: Cincinnati, Ohio
B.A. (Biology), Allegheny College
9 years' part-time and full-time experience as lab assistant, office worker, tour guide, housemother.
Volunteer services included office work for Admiral R. E. Byrd's Antarctic expedition preparations, American Red Cross, and Girl Scouts.

Since DNHW

GOAL: New direction through full-time employment.

1. Obtained full-time position at newly opened Williamsburg Shop at Woodward & Lothrop's downtown store.

2. Offered position as acquisitions assistant in National Geographic Society's library.

3. In 1973, promoted to Bibliographer in charge of compiling bibliographies for magazine articles and Research Assistant in charge of cataloguing for the Scientific Expedition Collection all publications resulting from research grants given by the Society.

"After my husband's death (Paul Siple - Antarctic explorer), I needed new direction. Not only did I find that, but I also gained self-esteem and confidence, besides the opportunity to work.... The last four years have been happy and rewarding. I feel so fortunate and grateful that I could be so satisfyingly and gainfully employed."

On January 9, 1975, as a guest of the National Science Foundation, Mrs. Siple took part in dedication ceremonies of a new observation station on the South Pole.

Charlotte CONABLE (DNHW 1971)

Age: 41
Married - 4 children, ages 9 to 15

Prior to DNHW

Birthplace: Buffalo, New York
B.S. (Home Economics), Cornell University
Extensive volunteer community service in New York State and Washington, D.C., including leadership positions in AAUW, Cornell Alumni activities, Republican Party (N.Y.), Urban Service Corps (D.C.), Youth Director - Lutheran Church and YWCA, Member - College Council, SUNY, at Brockport.

Since DNHW

GOAL: To integrate interests in education and women with busy family life.

1. Enrolled in CEW off-campus courses.

2. Counselor assistant with DNHW.

3. M.A. degree candidate in Women Studies, Graduate School of Arts and Sciences, GWU.

4. Research project on History of Women at Cornell University.

5. Elected to Board of Trustees, Cornell University.

From New Horizons and subsequent activity as a counselor assistant in the program it became obvious that many women are also handicapped by a lack of confidence and by very rusty skills. One discovers that change is possible with determination and effort. Activities which previously seemed important can be eliminated and new energies appear when an individual is highly motivated.... My recent activities would have appeared impossible to me without the changed self-concept and the skills acquired in New Horizons and other graduate courses."

Emogene K. BAXTER (DNHW 1965)

Age: 46
Married - 1 son, age 20

Prior to DNHW

Birthplace: Sunnydale, Kentucky
B.S. (Nursing), Vanderbilt University
4 years' experience as public health nurse, supervisor, and instructor in School of Nursing.
Leadership positions in volunteer community services.
Founder of "Over-60 Counseling and Employment Service" in Montgomery County, Maryland.

Since DNHW

GOAL: To continue to serve as expertly as possible.

1. Graduate student at GWU in Human Resource Development.
2. Originated Good Neighbor Family Aide Program-Outreach to the Unreached in 1966. A program that trains women over age 50 to be substitute mothers for children, and companions to the elderly (a prototype for programs in many states).
3. In 1971 a member of the leadership team at the White House Conference on Aging, Employment Section, representing the General Federation of Women's Clubs. Also testified before Congressional committees on the needs of the aging population.
4. In 1972 wrote a manual on "Good Neighbor Aide Training Program." Organizations in 46 states have obtained copies of this publication and the program has been copied successfully in Delaware, New York, North Carolina, and Virginia.

"I shall always be indebted to DNHW for showing me the way to integrate my time and talent to effectively serve others and at the same time gain 'psychic income'."

Martha Jackson ROSS (DNHW 1969)

Age: 46
Married - 6 children, ages 6 to 22

Prior to DNHW

Birthplace: Selma, Alabama
B.A. (History), Alabama College
2 years' office experience.
3 years' part-time non-equity actress.
Volunteer service with Democratic Party, Archdiocese of Washington, Archdiocese of Catholic Women, and Citizen's Association.

Since DNHW

GOAL: "Oral History: Tomorrow's Occupation Today."

1. Began the oral history collection of CEW interviews at GWU.
2. Organized and taught an Oral History Workshop for CEW at GWU with Maida Armstrong, a classmate in DNHW.
3. M.A. degree candidate in Recent American History - University of Maryland.
4. Oral History projects for the National Park Service and the Federal Mediation and Conciliation Service.
5. Oral History consultant to the Health Physics Society; speaker on Oral History at the following institutions: University of Baltimore, Maryland Historical Society, National Agricultural Library, Towson State College, Arlington County Public Library, Catholic University, National Archives, and the Smithsonian Institution.
6. Scheduled to speak at Oral History Association Workshop in Asheville, North Carolina in the Fall of 1975.

"I needed and wanted what New Horizons gave me: an objective evaluation of my interests and abilities at a time when the last of my six children was off to school and when I had exhausted the psychic rewards of church, community, and school-related volunteer activities."

Ann Cook HARROD (DNHW 1966)
Age: 32
Married - 2 daughters, 10 mos. & 4 yrs.

Prior to DNHW

Birthplace: Wewoka, Oklahoma
B.A. and M.A. degrees (English - University of Oklahoma
6 years' experience as high school teacher, college instructor and YWCA adult activities director.
Volunteer community service in youth work and church work.

Since DNHW

GOAL: To achieve Ph.D. and pursue college teaching as a career.

1. Awarded Danforth Graduate Fellowship (which financed 4 yrs. of study).
2. Ph.D. candidate - University of Iowa
3. Completed Ph.D. at Vanderbilt University (English).
4. Appointed as Assistant Professor of English - University of South Carolina.
5. Published several articles; presented a paper at national Shakespeare meeting, another accepted for an international meeting in Australia.
6. Editor of Shakespearean Studies and director for the Shakespeare Association of America.
7. Received a Folger library grant and a research grant to complete a book.

"When I enrolled in DNHW I was not clear about the shape of my future... the program's reading, testing, and counseling helped me to settle on the goal of a Ph.D. in English.... My divorce in 1971 meant that I had to test my toe in the very chilly waters of job opportunities in college English. I was fortunate to land a position in a place that had no age or sex discrimination, and lots of publishing in my field.... I do love teaching and have more rapport with my students than I ever thought possible. My children grow more interesting and my life more rewarding all the time. My 'new horizons' are a reality, not a dream."

Myra W. SKLAREW (DNHW 1965)
Age: 31
Married - 2 children, ages 6 and 8

Prior to DNHW

Birthplace: Baltimore, Maryland
B.S. (Biology), Tufts University
5 years' experience as research assistant and lab technician.
Volunteer service as president of Montgomery County Council of Cooperative Nursery Schools.

Since DNHW

GOAL: To decide whether to pursue "chosen field" of physiology or consider another alternative.

1. Enrolled in several credit and noncredit courses and became involved in volunteer projects to aid in decision for long-range goal.
2. Decided to pursue interest in writing - an activity in which I had been engaged nearly all my life.
3. Received M.A. degree - Johns Hopkins University - Writing Seminars.
4. Taught noncredit Workshop in Poetry and Fiction for CEW at GWU.
5. Instructor in Creative Writing at American University.
6. Promoted to Professorial Lecturer at American University.
7. Since 1965, given 32 poetry readings, published over 60 poems and reviews, recorded her own poetry for the Library of Congress' Contemporary Poet's Series and was co-winner in 1972 of a grant for $3,500 for a work-in progress award by the Poetry Society of America.

"I think of New Horizons as a touchstone along the way to self-development. I discovered a number of women who had talent and skill and seemed to underestimate themselves or seemed unsure how to best utilize these qualities. Others clearly needed further education to achieve the goals they had in mind and many, like myself, seemed uncertain as to how to proceed. New Horizons offered support...and a series of alternatives for how we might proceed."

A LOOK TOWARD THE FUTURE

In her book Why Go to College?, written in 1897, Alice Freeman Palmer, President of Wellesley College, stated that every girl, no matter what her present circumstances, should prepare to render society service--not amateur but an expert sort--for which society will be willing to pay.[37]

At the time Alice Palmer wrote this statement the life span for the average American woman was 47 years and most of her adult life was spent in child-rearing. Today the average life expectancy for American women has increased to about 80 years and with the trend being toward smaller families, women now have time to achieve the goals visualized by this far-sighted educator. The continuing education process is one means by which a woman can develop expertise in a particular area based upon her abilities and interests, as well as on the needs of society. As outlined in this report, the case studies of Continuing Education for Women students, who are employed or are pursuing significant volunteer service, indicate that women are preparing through degree programs or specialized training to provide society service of "an expert sort."

Continuing Education for Women students also recognize their responsibilities as wives and mothers and find that their educational experiences help them to function better in these roles. Continuing education also enhances their ability to function as individuals and to prepare for the time when family responsibilities will decrease. The prime motivation for women to continue their education is the need that humans have for personal growth and enrichment. As pointed out in this report, women from widely different backgrounds, ages, and educational achievement indicate that personal growth is their main reason for continuing their education. Career counseling and continuing education programs enable women to prepare for, re-enter, and move upward in careers. The exposure to new knowledge and to new ideas, reinforced by their prior experiences, enables women to innovate and to make significant societal contributions.

The continuing education for women programs developed in the early sixties were precursors of the modern women's movement. They called for the more effective utilization of the talents of women. Not unlike the earlier women's suffrage movement, education in a democratic society was viewed as fundamental to women gaining equality in all aspects of society. In 1914, Beatrice Hale described feminism as that part of the progress of democratic freedom which applies to women. It is the struggle conducted by groups of people in different parts of the world to bring about removal of artificial barriers to the physical, moral, mental, and economic development of the female half of the population. The movement is most advanced where democracy is best established and most backward where autocracy is strongest. It is advocated by women of every class who have the instinct for sex-loyalty, a democratic vision, or whose training has supplied breadth of vision.[38]

Only in a democratic society do educators emphasize development of individual potential. The synergetic effect of this focus on the individual benefits society as a whole. In 1913, historian H. J. Mozans speculated in his book Woman in Science that had the civilization of Greece been a woman's civilization as well as a man's civilization; had women been encouraged to develop their talents and to work in unison with men for the welfare and advancement of their nation--as a united nation, it is difficult to imagine what a dazzling intellectual zenith this gifted people would have attained, and their power as a political organization would have been unsurpassed.[39]

If we reflect on the meaning of the restrictive role of the ancient Greek women, we recognize that our nation cannot afford to limit women to the traditional role of guardian of the single-family unit. In 1971, Mildred Marcy, policy advisor with the United States Information Agency,* spoke to a DEVELOPING NEW HORIZONS FOR WOMEN class and pointed out that the traditional role of the homemaker, which is one of conserving and preserving the single-family unit, must be enlarged to include the world which we all share:

> "...At this critical juncture in the world's history, can women articulate to themselves and to others what they know at deep levels about conservation and preservation? Women must make a tremendous leap in scale from the closed system of a single home to the closed system of a whole planet....They must somehow convey the belief that responsible caretaking and nurturing of the Family of Man is a central value of life. This does not mean that women will take over the running of the world's affairs...It does mean that women, within and outside their homes, are beginning to develop new kinds of partnerships with men in which each can inform the other. Such a changeover from a focus on a single family unit to the whole world in which their homes and families are included, involves long-range thinking and planning on the part of women together with men."

During 1975, International Women's Year, women's organizations all over the world are recognizing that continuing education is a means by which women can achieve personal development, improve their economic efficiency, and promote effective human relationships. Enthusiasm for continuing education is part of the long struggle of women to achieve equal rights and opportunities which enable increasing numbers of women to accept the challenge of the pioneer educator, Mary Lyon, who claimed that education enables women to become physically, intellectually, and morally responsible to the universe.[40]

As a result of pioneering programs such as the Continuing Education for Women program at The George Washington University, women living in all parts of the world are aware that alternatives do exist for women--that personal, social, and occupational achievement can continue throughout adult life for women as well as for men. This impact along with the recent laws against sex discrimination in education and employment are breaking down the sex-stereotypes which have limited many career options and opportunities for women. The concept of continuing education for all our citizens has found its place in our educational system. Today's youth, both male and female, are taught as early as the junior high school level to think in terms of multiple careers with facilities for career counseling and continuing education implicit in such a system. Whereas programs specific for the education of adult women are and have been necessary to accommodate for the lack of opportunities previously available this will not continue indefinitely into the future. In fact, the goals of those who initiated continuing education for women programs will only be achieved when separate counseling programs and curricula for women are no longer necessary--when society accepts equal opportunities for all and the career expectations of young women are not particularly different from those of young men.

The long range effect of The George Washington University's innovative program for women during the past decade should produce effective team effort on the part of men and women throughout the world in solving its complex problems including the maintenance of peace.

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*Coordinator for International Wom[illegible]ar Secretariat at the U.S. Department of State.

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APPENDIX

THE NEW YORK TIMES, WEDNESDAY, JANUARY 5, 1966.

food fashions family furnishings

Washington Mothers Go Back to School—and Learn Self-Confidence

By FRANCES LANAHAN
Special to The New York Times

WASHINGTON, Jan. 4 — It's an odd time of year to be graduating from school, but then it's an odd time of life even to be thinking about school, the 100 women who received their Developing New Horizons certificates from George Washington University agreed after their commencement ceremonies this morning at Lismer Auditorium.

Brand-new for Washington (somewhat similar programs are under way in other cities), the 15-week course is designed to help alleviate the increasingly knotty problem of what to do about Mother.

"It's shocking what happens to mothers in this country," said Dr. Ruth Osborne, director of the course. "They die at 40, and they're not buried until they're 80."

If she has her way, rearing children will be considered only a brief phase in a woman's life, not its focus in the sense that it has for centuries.

Today's typical graduate was 42 years old, married and the mother of two or three children between the ages of 12 and 20. She went to college, worked for a year or two before she was married, has been home for the last 15 years and suddenly woke up last summer, when her children were all away at camp or summer school. "What will I do with myself now?", she wondered.

The course, which explores "opportunities for continuing education, second careers, and community service," has provided most of the women with an answer.

Well over 50 per cent are planning further study, mostly toward a B.A. or a graduate degree.

"Some people feel that having a college degree more than five years old isn't worth much with an employer today," Dr. Osborne said. "I don't entirely agree."

Many hope eventually to get into teaching or library work, the two fields where skilled womanpower is most in demand.

"I don't need the money, but I don't want to have a dormant mind," said Mrs. Sarah Bassin, whose husband runs a restaurant that opened the first sidewalk cafe in the capital. "I don't want my children to think I'm boring."

A lot of the women anticipate earning tuition money for their childen. Mrs. Kay Kronemyer, a recent graduate, now instructs waiters and hostesses for the Hot Shoppes Corporation, having found through the course tests that she was the managerial type.

Mrs. Lee Crom of New York, whose husband is with the United States Office of Education, wants to teach art to young children.

"The point of this course is to find out whether you have the courage to do it," Mrs. Crom said. "After you see how many other women have the same worries, you're encouraged to try."

Dr. Osborne believes that women between 40 and 60 are the country's greatest unused natural resource and thinks that both government and business are beginning to agree.

"You can get a lot more work out of two good part-time people than out of one full-time one," she said. "The average woman with home responsibilities cannot work at full capacity for eight hours without a break, whereas two women can give their all for four hours each."

Dr. Nancy Roman, chief of astronomy at the National Aeronautics and Space Administration and one of the highest-ranking women in government, gave the graduation address. In it, she stated that if all the women who now hold professional and technical jobs in the space field were to strike, the space effort would be "badly crippled for quite a while."

Women have been proved particularly suited to scientific and mathematical work, she said, naming nine friends who are in charge of such projects as studying the density of the atmosphere around Mars or the likelihood of mile-deep dust on certain surfaces of the moon.

Dr. Osborne's next Horizons course starts Feb. 8, when she expects another 100 puzzled sit-by-the-fires to be transformed into eager career women.

"I never tell any of them what to do, ever," she said. "I had one pupil who had been a nurse but was tired of it. After she heard about all the other possibilities, she decided to go back to nursing."

The most important gain from the course, the graduates agreed, was a new self-confidence.

"We took United States Employment Service exams," said Mrs. Madge Selinsky, whose husband is with the Federal Aviation Administration. "When I found out I did as well as the majority of 18-year-olds, I knew I was going to feel like a new woman."

Reprint from OCCUPATIONAL EDUCATION BULLETIN Vol. 3 April 15, 1968
The American Association of Junior Colleges No. 7

A NOTABLE PROGRAM OF CONTINUING EDUCATION FOR WOMEN

Continuing education programs for women have been developing in junior colleges, four-year colleges, and universities throughout the United States since the early 1960's. However, because four-year colleges have the advantage of long-established faculty structures and campus facilities to draw upon, they have taken a lead in this area. Among the four-year institutions offering such programs are: the University of Pennsylvania, Radcliffe College, Sarah Lawrence College, New York University, the University of Michigan, Oakland University, Simmons College, the University of Pittsburgh, the University of Wisconsin, the University of Akron, the University of Chicago, Washington University in St. Louis, Columbia University, Fairleigh Dickenson College, Alverno College in Milwaukee, and George Washington University.

George Washington University has a continuing education program for women that has been in operation for four years. Because the program is more advanced than most, and because it has proved so effective the Occupational Education Bulletin has chosen it as a prototype of the kind of work being done in women's education. It is hoped that junior colleges will find this profile helpful in developing similar programs. Virtually everything in this program could be offered by a junior college.

The program, offered by the College of General Studies at George Washington University, is called "Developing New Horizons for Women." It is conducted by Ruth Osborn who began it four years ago this spring. It has been developed and operated with a limited staff without outside foundation or federal support. Since 1964 over 750 students have completed the program and 125 are currently enrolled. The ages of the women range from twenty-two to sixty, with a median age of forty-one. Most are wives and mothers. The average participant is married and has three children. In the initial classes, one-third had earned one or more college degrees, one-third had no previous college work, and one-third had some college. In recent classes half of the women have been college graduates. The husbands of most of the women have completed four or more years of college and are in professional or managerial positions.

No particular age group or educational level is accommodated more than any other. This is possible because Dr. Osborn conducts the program as an orientation and guidance seminar rather than as a refresher in any given field. The fifteen-week program is divided into three five-week sessions meeting two hours each week. Beyond this, numerous college-credit courses have been arranged for morning hours, one long session each week, to help women wishing to continue their education get an easy start. The first five weeks are given to lectures on "developing your potential." The entire enrollment meets together during this time. Usually this is limited to approximately one hundred women.

Four or five groups of twenty-five each are formed for the second five weeks. In these groups the women take aptitude and interest tests administered by the U.S. Employment Service of the District of Columbia which later forwards the test scores to the office of Continuing Education for Women for counseling and research purposes. In addition to the testing program, the women discuss topics introduced in lectures, and present oral and written assignments. Requirements for specific careers are studied in some detail along with how to write a formal resume and how to apply for a job.

During the last five weeks the entire group assembles again to listen to guest speakers from government agencies, the university, business, and community organizations. A certificate is awarded at a special luncheon following the last of the fifteen sessions.

It should be emphasized that this program seeks to give each participant an accurate view of herself and her goals. Whether these goals are in the direction of career, further education, or some other activity is up to the individual. The program costs $60, $5 of which is used for printed materials. While this is less expensive than most college-credit courses, it is more expensive than many fifteen-week courses offered at junior colleges. This limits the enrollment to some extent. Primarily, it encourages women from the middle class and above whose incomes permit a moderate investment which, if it is to be a successful investment, may lead to further expenditures. Dr. Osborn acknowledges that her program does not reach the lower-income groups; she notes, however, that these groups are indirectly assisted by the women who, as a result of the program, often work in social service positions as teachers and counselors.

The program has been so successful in motivating women to at least try something different that Dr. Osborn knows of only a few women among the 900 participants to date who have done nothing beyond taking the course. Because many women have young children and cannot leave home easily, a special nucleus of college-credit classes was extended to the suburbs. The classes are staggered and are changed each semester. They are offered in twelve suburban locations easily accessible from main roads. Churches in the area have been very cooperative in providing classrooms, many of which go unused on weekdays. Sessions meet from 10:00 to 12:30 once a week. This arrangement makes it necessary for mothers to leave home only once a week (usually when the children are in school themselves) and still carry a full three-hour course.

Further education, it should again be noted, is not the specific goal of this program. Dr. Osborn treats each woman individually, beginning where she is in her development and building from there. The women in her program have above-average opportunities available to them and often above-average abilities. The program, therefore, is designed around the hope that women will be interested in providing what Dr. Osborn calls "a society service of an expert sort." Another phrase used to describe her aim is, "to give a challenging uncomfortableness." Participants are responding enthusiastically. Records indicate that a large percentage of graduates go into health and welfare fields, teaching, remedial reading instruction, volunteer work, secretarial fields, counseling, and research.

For those wishing a more detailed understanding of the program of Continuing Education for Women at The George Washington University, a supply of descriptive materials is available. Direct inquires to: Dr. Ruth H. Osborn, Director of Continuing Education for Women, College of General Studies, The George Washington University, Washington, D. C. 20006. The nominal charges for materials cover costs of reproduction and mailing.

Women Go Back to School

THE SUNDAY STAR - August 31, 1969

By MARY JANE FISHER
Star Special Writer

With social unrest in the cities and the colleges shaken by student revolt, a quiet revolution in the changing patterns of women's lives during the mid-sixties has gone relatively unnoticed.

Almost 30 million women are in the labor force today and the average woman worker is married and 40 years old, according to the Women's Bureau, of the U. S. Department of Labor.

Women, over 40, are going back to school and subsequently to work in great numbers.

Mary Jane Fisher, a special writer for The Star, tells the stories of five area women, who are obtaining further education and embarking on new careers.

This is the first in a series of five articles.

Women college graduates are working to help pay for their children's education because the middle class family is finding it increasingly difficult to finance rising college costs. Wives are working in more than half the families with incomes between $12,000 and $14,000 a year.

—Star Photographer Ray Lustig

DR. RUTH H. OSBORN
. . . teaches popular course.

Back to School

Washington area women are going back to school in increasing numbers to prepare themselves for "second" careers when their family responsibilities decrease. They also are enrolling in colleges, universities and junior colleges to update their training and skills or to become better equipped for volunteer work in the community.

George Washington University is the only area college or university that has a program of Continuing Education for Women. Part of its College of General ~~Studies, offers~~ daytime, off-campus credit courses in churches and community centers convenient to the beltway.

Popular Course

Although students need not be degree candidates, courses have been selected to meet the requirements of the first two years of a liberal arts degree or the beginning of a master's degree in education. Special counseling is available for the mature woman wishing to return to school or enroll for the first time.

The most popular course for women thinking of preparing for professional and subprofessional jobs or community service is the university's 15-week, two-hour, non-credit course, Developing New Horizons for Women. More than 1,100 women have taken the group guidance and counseling course since it began in 1964.

It is taught by Dr. Ruth H. Osborn, director of the university's Continuing Education for Women program, which was established by its College of General Studies in 1965. Dr. Osborn received her doctorate in education in 1963. Her dissertation, "Characteristics, Motivation and Problems of Mature, Married Women College Students," was based on a study of 221 women attending George Washington University.

"Women are frightened to take the first step," Dr. Osborn said. "They need special counseling for registration; they don't know how, nor where, to begin.

"They need to gain self-confidence and a sense of direction," she explained. "We get them started and they take off in many different directions. Our testing programs show some women have lots of ability. They are so surprised — they can't wait to tell their families."

Wide Age Range

Most women who have taken the Developing New Horizons course have school-age children, Dr. Osborn said. Some are single, widowed or divorced. Their ages range from 22 to 60 years, with a median age of 41. The median number of years since their last formal education is 19.

Approximately 45 percent of the women taking the course have bachelor's degrees. Their educational backgrounds include high school graduates and holders of graduate and professional degrees. A few have completed the high school equivalency test and begun college after taking the course.

About half the women enroll in some type of educational program at George Washington University, or other colleges and universities, after completing Developing New Horizons. Approximately 90 percent of these plan to enter professional or subprofessional work, Dr. Osborn said. About 20 percent take part-time or full-time jobs. Others become involved in volunteer work.

"The number one reason women give for taking the course is personal growth and self-enrichment," Dr. Osborn said.

While George Washington University's Continuing Education for Women program is unique in the Washington area, similar programs have been adopted by more than 200 colleges and junior colleges throughout the United States — more than three times the number in 1963.

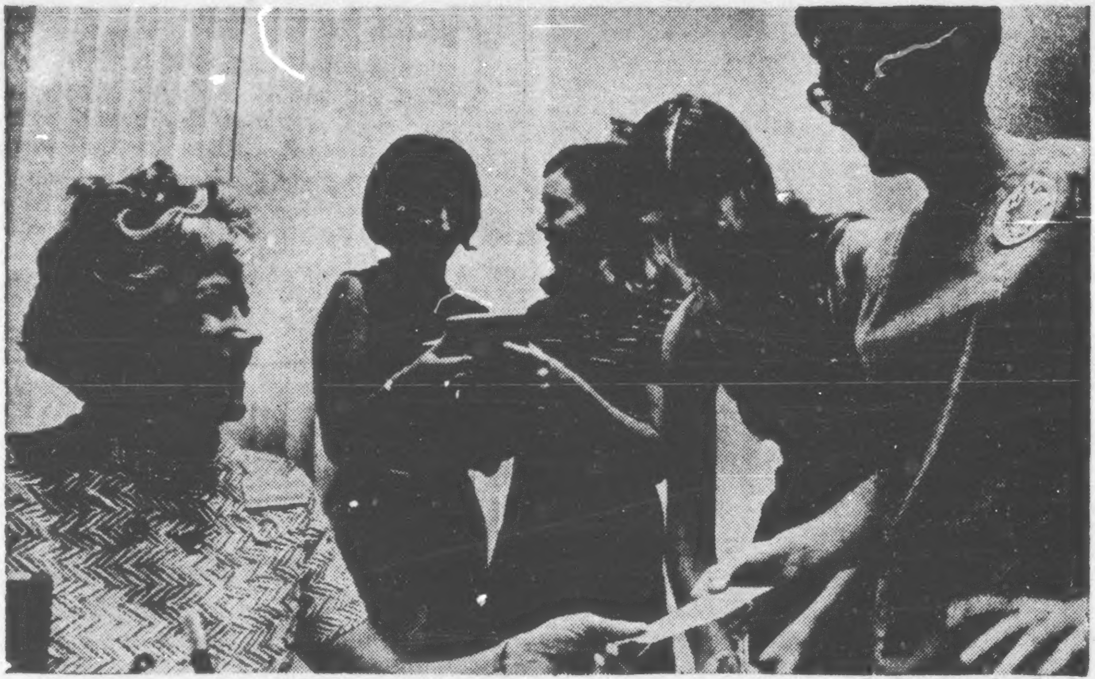
Foreign visitors from Japan, Taiwan, England, Canada and Belgium have come to the university to learn about the program, reflecting a worldwide interest in education for the mature woman.

Fall Course

Reservations are being taken for the fall Developing New Horizons for Women course, which begins Sept. 22. Further information may be obtained at the university's Continuing Education for Women office, 706 20th St., N.W.

Registration for fall semester daytime, off-campus credit courses will be held at the following off-campus locations between 10 a.m. and 2 p.m.: Maryland — Sept. 4, River Road Unitarian Church; Sept. 17, Chevy Chase Methodist Church; Virginia — Sept. 5, Knox Presbyterian Church, Falls Church; Sept. 18, First Presbyterian Church of Annandale; District of Columbia — Sept. 11, Cleveland Park Congregational Church.

Students also may register, 9 a.m.-3 p.m., Monday through Friday, through Sept. 19 at the Continuing Education for Women office.



—Star Photographer Owen Duvall

Mrs. Kenneth Bennett assigns her volunteers at the Hebrew Home for the Aged to their jobs for the day. Pleased with their prospective duties are Gail Kaplan, Elyse Goldsmith, Joan Schaffer and Marlene Lerish (left to right).

Former Beautician in New Career After Taking College Course

THE SUNDAY STAR - August 31, 1969

Mrs. Kenneth Bennett, director of volunteers at the new Hebrew Home of Greater Washington in Rockville, Md. has been making people feel better all her working life.

She recalls women saying during her 25 years as a beautician:

"I feel better because I look better. Coming here is better than a trip to a psychiatrist."

The attractive, ash blonde, who freely admits to being 50, also worked as a volunteer in admissions at Garfield Hospital during those years. She even helped in the delivery room during World War II when there was a shortage of nurses.

"I'm really a frustrated nurse," she said when interviewed in her office in the recently-dedicated Hebrew Home, which is situated in a handsome, modern complex with the Jewish Community Center and the Jewish Social Service Agency.

Minnie Bennett's new career came about because she was physically unable to continue beauty work. She held a personnel job for awhile, which she enjoyed because of her love of communicating with people and relating to them.

She was in the hospital recovering from major surgery in 1966 when a relative told her she was taking a course called Developing New Horizons for Women at George Washington University. The 15-week, non-credit, group guidance and counseling course features lectures, testing, small group discussions, guest speakers and individual counseling.

Mrs. Bennett enrolled in the next class, the spring semester of 1967. In May, a month before the course ended, she began her new job as full-time director of volunteers at the then Hebrew Home for the Aged in this city.

The position called for a master's degree in social service. Although Mrs. Bennett had never been to college until she enrolled in the New Horizons for Women course, she was recommended to the Hebrew Home for the job by Dr. Ruth H. Osborn, director of the university's Continuing Education for Women program and teacher of the course.

Mrs. Bennett said in her opinion working in a beauty salon is the greatest education a person could have.

"They come in all ages—from three to 95," she said. "Nothing is so gratifying to a woman as to have her appearance improved."

She is pleased the Hebrew Home has encouraged her to continue her education on a part-time basis. She has completed George Washington University's Introduction to Social Work seminar, which acquaints women with the social service structure of the Metropolitan Washington area.

"Education is extremely important," she said, "but I don't underestimate anyone's ability to work his way up from the bottom."

Mrs. Bennett's vocational interests tests disclosed aptitudes for psychiatry, nursing and dietetics. She was poorest at using her hands—the tools of her beautician's career.

She has found her experience in personnel work useful in interviewing volunteers and deciding where they will be happiest—working in occupational therapy, "friendly visiting," providing transportation, or taking residents on walks.

"I feel very proud to be a part of this home," Mrs. Bennett said. "Older people are no different. They are all individuals, with their own personalities. You can't generalize about them. They have the same sensitivities, the same need for love and the interest of others that we all do."

Mrs. Bennett's husband is a Bethesda realtor. Her son, Larry, a veterinarian, was discharged recently from the Army. Her son-in-law and daughter, Mr. and Mrs Daniel Farber, and her five and six-year-old granddaughters live in Silver Spring.

An Expert on Volunteerism

THE EVENING STAR - September 2, 1969

By MARY JANE FISHER
Star Special Writer

Mrs. Henry Strong, director of volunteers at the D.C. Complaint Center, is an expert on volunteerism—she did her first volunteer work the summer she was in the seventh grade as a helper in a Harlem church day care center.

Now a 41-year-old, vivacious and pretty mother of four, she began searching for new directions after 16 years as a Foreign Service wife following her husband's retirement from the government in 1965. (He is president of the Hattie M. Strong Foundation, founded by his grandmother in 1931 to give interest-free loans to college students within two years of receiving a degree.)

The Strongs had been stationed in The Netherlands, Denmark and Indonesia. She had taken an active part in little theater groups in The Hague and in Djakarta, fulfilling an early ambition to act, and she entered into school and community activities when they returned here to live.

Mrs. Strong wanted to find something that needed doing that would provide "the psychological satisfaction that is as important to the volunteer as pay is to the professional."

Pow Power

In the winter of 1968 she remembered a newspaper article she had read about a course called Developing New Horizons for Women at George Washingon University. She soon was enrolled in the course for the spring semester.

"The opening lecture hit me—pow!" she said. Dr. Ruth H. Osborn, director of the College of General Studies Continuing Education for Women had posed the questions:

"What are you going to do between the ages of 40 and 80? Are you going to sit on your kids and bother them, or your husband and bother him? That's the time in your your life, hopefully, you can give of your time, talent and wisdom."

Mrs. Strong credits the course with helping her sort out her priorities—family, household and relatives, the community, nation and world. She described it as realistic and logical, with no "feminine mystique" about it.

She decided not to continue in school then, she said, because she is "more active than contemplative." Last fall she found what she was looking for—a job that makes a direct contribution to the community, particularly to people in the inner city.

Up the Ladder

She became a telephone volunteer at the D.C. Complaint Center on Oct. 28, the day it began operating in the main floor hallway of the District Building. Later she was made a day captain of volunteers.

Today, along with Mrs. Madison Jones and Mrs. Michaelis, she is one of three-co-chairmen of the center and is in charge of volunteers. The center is supervised by Paul E. Leake, a caseworker on loan from the D.C. Welfare Department.

The complaint Center now has its own office on the first floor of the District Building. It receives about 300 calls a week. About 70 percent are processed, she said, which means some action has been taken. It has been manned this summer by a professional staff, assisted by a skelton crew of volunteers. Most of the 40 regular volunteers are returning this fall, she said.

"There is a revolution going on in volunteer work," Mrs. Strong said. "Most jobs used to be raising money—ringing doorbells. When the doorbell rings today, there ain't nobody home—or, if there is, they resent having their privacy invaded."

Mrs. Strong's volunteer work has included the Hospital Committee of the American Theatre Wing, the Potomac Lower School Library Committee, Brownie Troop leader, board member of the Homemaker Service and chairman of its 1967-68 fund-raising, the Potomac School Development Fund and this year, head home room mother of the Potomac Upper School.

NYC Native

A graduate of Oberlin College, she worked in a New New York City industrial advertising agency for two years before her marriage. She grew up in New York where her father, Dolf Swing, teaches voice at the Juilliard School of Music with her mother as his accompanist.

The Strongs and their four children live in Spring Valley. This year Sibrid, 17, will be a senior, and Barbara, 16, will be a junior at the Emma Willard School in Troy, N.Y. The two younger children, Dana, 14, and Henry, 12, attend Potomac School.

Mrs. Strong will be taking Introduction to Social Work this fall, one of the University's Continuing Education for Women daytime off-campus courses taught at locations convenient to the Beltway.

"The American woman has a remarkable choice of things to do," she said. "The value of the New Horizons course is that it gives people direction. You can pinpoint your field and prepare for it."

The fall New Horizons course begins at George Washington University on Sept. 22. Information may be obtained at the College of General Studies Continuing Education for Women office, 706 20th St., NW; telephone, 676-7036.

—Star Photographer Francis Routt

Mrs. Henry Strong leaves the District Building.

–Star Photographer John Bowden

Mrs. Jesse Harris pauses in quad of GWU with her children (from left), Gwenette, 7; Bonnie, 8, and David, 5.

Her Children Think It's Funny

THE EVENING STAR - September 3, 1969

By MARY JANE FISHER

Star Special Writer

As a full-time student, mother of three young children and wife of a major in the army surgeon general's office, Mrs. Jesse J. Harris of Seat Pleasant makes it a rule to turn in written assignments one week before they are due.

That formula helped her successfully complete the first year of graduate work toward a master's degree in education at George Washington University this year.

She plans to resume her studies in the fall.

The small, cheerful 35-year-old mother said she did it to avoid being under pressure if an emergency arose at home with Bonnie, 8; Gwenette, 7, and David, 5.

"One of the children could decide to throw up, or get the buttons torn off his coat and it wasn't a problem," she said. "I was only trying to survive the program I had set up for myself."

Former Nurse

Mrs. Harris earned a bachelor of science degree in nursing 11 years ago at Loma Linda University, Loma Linda, Calif. She was a U.S. Public Health Service nurse and an obstetrics nurse before her marriage.

She hadn't planned to go back to school until she learned about George Washington University's 15-week, non-credit course, Developing New Horizons for Women, from someone she met at an officers' wives luncheon.

Dr. Ruth H. Osborn, director of the university's Continuing Education for Women program of its College of General Studies says the "tell-a-woman" method is the most effective recruiting agent for the group guidance and counseling course.

After completing Developing New Horizons in the spring of 1968, Mrs. Harris applied for and was awarded a traineeship by George Washington University to work for a master's degree in rehabilitation counseling, a relatively new profession in the social service field.

On the Scene

In addition to taking 15 credit hours last fall and 12 hours this spring, Mrs. Harris was required to observe rehabilitation counseling as part of her training.

She served varying periods of time at the U.S. Employment Agency, the Bureau of Rehabilitat[illegible] a private agency working [illegible] people who have been in jail, and at Eastern High School where counselors helped students get part time and summer jobs and find employment after graduation.

This month she will begin an internship at D.C. General Hospital where she will work three days a week in addition to carrying her credit hours at the university.

"You'd be amazed at how much you can accomplish studying in 'dibs and dabs,'' Mrs. Harris said. "I did quite a bit of studying waiting in the pediatrician's and dentist's office for appointments."

"The children thought it was funny I was going to school," Mrs. Harris said. "My husband was pleased. We discussed it a great deal and I couldn't have done it without his approval."

"The greatest thing about my taking the New Horizons course," Mrs. Harris said, "was that it made me realize you really can go back to school to study something — anything that interests you. Then when you're finished raising your children, you'll have a good start on doing something you want to do."

Reservations are being taken for the Developing New Horizons for Women course which begins at George Washington University on Sept. 22.

She's Bus Driver, Mother and Student

THE EVENING STAR - September 4, 1969

By MARY JANE FISHER
Star Special Writer

When Mrs. Robert C. Alt of Kensington, Md. gets behind the wheel of a Montgomery County school bus this fall — as she has for the past five years — she will be going back to school again herself, two children and 15 years after her high school graduation.

Thirty-three-year-old Lorraine Alt will be taking English and mathematics at Montgomery Junior College.

First Step

It is the first step in her plans to become a secondary school teacher, specializing in mathematics and science.

She doesn't know how long it will take her, but she says it will be worth it if it takes 10 or 15 years. And her family agrees.

As a result of taking George Washington university's 15-week non-credit Developing New Horizons for Women, group guidance and counseling course this spring, Mrs. Alt discovered she has strong scientific aptitudes.

The aptitude and interest tests given every woman taking the course disclosed that Mrs. Alt can aspire to become a psychiatrist, a psychologist, a biologist or a computer programmer.

"I had been wanting to do this all along, but I never realized so many women want to go back to college," says Mrs. Alt, a petite brunette, who looks as though she'd be lost behind the wheel of a school bus.

"I thought I'd be one of the oldest in the Developing New Horizons class, but I discovered I was one of the youngest — the youngest was 27. My husband pushed me into taking the course," she said.

Her husband, who is a printer, and her children, Richard, 14, a student at Newport Junior High School, and Sandra, 10, who attends Oakland Terrace School, are happy about her decision to work for a college degree.

"Sandra is looking forward to helping me with algebra," she [illegible]

Other Schools

She had written several area colleges inquiring about enrollment, but she had been put off by the questionnaires they sent her asking such questions as the name of her high school counselor.

She said she got the impression they weren't particularly interested in enrolling women who had been out of school 10 or 15 years.

The Alts, say Richard and Sandra, benefitted by their mother going to George Washington University this spring. They assumed more responsibility for helping at home. Richard studied harder and his grades improved, his father said.

"Both the children take care of their own rooms; know how to iron a little and help with the dinner dishes," Mrs. Alt said. "Sandra does the breakfast dishes and straightens up the living room. Richard takes care of the lawn."

Mrs. Alt leaves home at 7 a.m. She gets into the yellow bus she parks on the street beside their attractive corner lot home and picks up her first children at 7:15 a.m.

Four Runs

She drives four runs in the morning — two high school, one junior high and one elementary school — which takes two hours.

She does the same thing in the afternoon, leaving home at 2 p.m.

"Driving a bus isn't hard," she said. "The hardest part is the kids' getting used to the driver and the driver getting used to them. Most children are very good."

One reason Mrs. Alt would like to teach, she says with conviction, is that she feels it's important to teach children values.

"They should learn life isn't all a bowl of cherries."

Reservations are being taken for the fall Developing New Horizons for Women course, which begins Sept. 23. Further information may be obtained at George Washington University's Continuing Education for Women office (telephone 676-7036.)

Mrs. Robert C. Alt, also a student, helps daughter, Sandra, 10, with her math.

—Star Photographer Ray Lustig

PRO BONO REPORT - April, 1973
No. IX

THE PARALEGAL PHENOMENON: A NEW APPROACH

*by Penelope G. Marshall

One major problem of a pro bono *or public interest law firm is how to handle many of the daily problems on a cost-efficient basis. The use of paralegal assistants is becoming increasingly popular because it frees the lawyer to spend the majority of his or her time on more pressing and technical legal issues.*

Specially trained paralegal assistants are enthusiastically seeking positions in the pro bono *field. New classes of graduates are facing the problem of trying to explain to law firms what their skills can do for the firm. Public interest lawyers might avail themselves of these new graduates and reap the benefits of highly-skilled personnel.*

The law being a literal-tongued profession, it is rare that a new word-concept gains immediate entry into the legal lexicon without benefit of introduction by some prominent member of the bench or bar. That the concept of the paraprofessional legal assistant, or "paralegal" has achieved that status in the past four or five years is a strong indication that it is an idea whose time has come. This is not to say that every lawyer in America uses the word "paralegal" in the course of his daily practice, nor even that those who do use the term all mean precisely the same thing. Far from it. The phrase "paralegal worker" has been applied to everybody from the welfare mother, trained under an OEO grant to work with such issues as landlord-tenant problems or welfare and social security benefits, in a local Legal Services program, to the third-year law student researching antitrust cases and appellate briefs while clerking in one of the nation's larger law firms. Somewhere in between is the well-seasoned, super-efficient legal secretary whose natural ingenuity and many years of informal on-the-job training have taught her to pitch in and do nearly anything for her boss in a crisis; why, she asks, shouldn't she be given the title of "paralegal"? Graduates of a well-established proprietary school in Philadelphia, which offers three or four months intensive specialty training to people with a liberal arts degree, have also laid claim to the "paralegal" title. In short, the meaning of the term "paralegal" depends entirely on who is using it. About the only definition everybody seems willing to agree upon is "somebody who helps a lawyer do something other than type and take dictation".

Such ambiguity is, of course, abhorrent to the finely-tuned legal mind. In an attempt to explore the potential of this new idea in 1968, the paraprofessional legal assistant, the American Bar Association House of Delegates created a Special Committee on Lay Assistants for Lawyers. Over the course of the next three years, the Committee (which subsequently changed its name to the ABA Special Committee on Legal Assistants) surveyed law firms of all sizes throughout the country, studied the development of analogous paraprofessional roles in medicine, dentistry, and architecture, ran a three-week pilot project training session for paired lawyers and their legal assistants in San Francisco, and co-sponsored a "state of the art" conference on paralegals in the United States at the University of Denver College of Law in June, 1971.

Out of all this activity, a number of conclusions emerged. Through its nationwide survey, the ABA Committee quickly established that the demand for legal services in both the public and private practice vastly outpaced the profession's ability to provide them. Corollary to this fact was the recognition that, with some notable exceptions, the cost of these greatly-needed legal services far outstripped most potential clients' ability to pay for them. Some new way had to be found to increase the availability of high-quality legal services at reasonable cost to the client while ensuring a fair income to the individual lawyer. Drawing upon examples from the other professions, the ABA Committee concluded that what the legal profession needed was some specially-trained legal assistants to help lawyers meet the demand for legal services while keeping client costs at a reasonable level.

The ABA Committee also discovered that the role of the potential legal assistant could be as diverse as the practice of the attorney or the firm for which he worked. Unlike the lawyer, whose role as an officer of the court and whose ultimate fiduciary responsibility to his clients requires highly prescribed, lengthy preparation, all paralegal workers need not come out of the same mold in order to serve a tremendously useful function. What is necessary, the Committee concluded, is careful and thorough training of mature, intelligent individuals of a variety of backgrounds and skills in the basic fundamentals of legal research and writing, the workings of the legal system, and the standards of ethical conduct within the profession. Specialty courses in substantive law and advocacy procedures are also desirable, provided the curriculum is under the guidance of an accredited law school or bar association. The Committee noted that, while some paralegal functions might require more general educational background than others, no specific degree requirement need be imposed as a prerequisite for legal assistant training.

Encouraged by these conclusions, a number of educational institutions began studying the feasibility of starting a legal assistant training program. Among them was George Washington University through its Continuing Education for Women Department. A two-semester graduate level program was designed in cooperation with the National Law Center faculty and the Washington Legal Community specifically to meet the proposed requirements of the American Bar Association's Special Committee on Legal Assistants. An advisory board chaired by Robert Kramer, Dean of the National Law Center has been established with representatives from private practice, governmental offices, the D.C. Bar Association, the law school and the public interest sector of the Bar.

Admission to GWU's Legal Assistant Training Program requires a bachelor's degree or the equivalent in education and experience, satisfactory performance on the Law School Admission Test and on a battery of general aptitude tests administered by the University, and a personal interview. The January, 1973 class of 38 students varies from twenty-two to the mid-fifties. Three-quarters are employed full-time.

(cont'd)

During the initial semester, the students take substantially the same Legal Research and Analysis course required of regular George Washington University law students. At the same time, a second course called "The Law and Legal Forms" introduces legal concepts in the various substantive areas; torts, business associations, evidence, contracts, real property, domestic relations, wills, estates and trusts, and taxes are among the subjects covered. Students are required to draw up a partnership agreement, draft a set of articles of incorporation and bylaws, write a marital separation agreement and a will with trust provisions, and prepare all the documents necessary for a real estate transfer, among their many written assignments.

Building upon the research and writing skills and substantive understanding developed during the first semester, the second-term courses in Administrative Practice and Civil Litigation work to familiarize students with the legal process itself. The Administrative Practice course explains the theoretical aspects of administrative law, as well as the practical workings of the various government agencies. Using the *Federal Rules of Civil Procedure* as a starting point, the Civil Litigation course carries the student through the pre-trial period from initial client contact and fact investigation to preliminary drafting of complaints and interrogations and preparation for deposition. The legal assistant's role in organization and document-control throughout the litigative process is given special consideration.

When it's all over, a student receives a certification of completion. In addition, graduates have their individual portfolios of written projects to show to prospective employers. George Washington University gives no guarantee of placement to its students, however, employers who contact the Program Coordinator are referred to qualified Legal Assistant Training Program graduates. Some students have already found full-time positions with Washington area law firms; and a few have expressed hopes of continuing their legal educations in the future. In the meantime, Program Coordinator, Ms. Jan Dietrich, is working with the District of Columbia Bar Association, the Washington legal community, and the Civil Service Commission to gain professional recognition for the University's Legal Assistant Training Program graduates.

An afternoon workshop for attorneys interested in utilizing the skills of trained legal assistants is currently being planned for Monday, May 7, at the Marvin Center on the George Washington University campus. Participants will have an opportunity to review the curriculum with the Program faculty, discuss the management benefits of utilizing paralegal personnel with fellow attorneys, and talk with some employed Legal Assistant Training Program graduates. Interested attorneys and firms should contact Ms. Dietrich at the Legal Assistant Training Program office, 2029 K Street, N.W., Washington, D.C. 20006, telephone (202) 676-7036, for details ■

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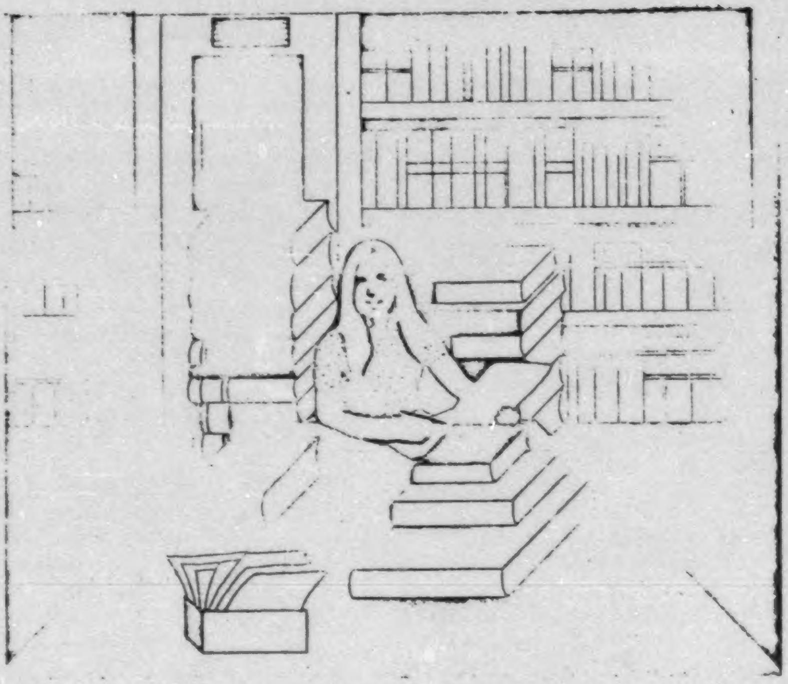
*Ms. Marshall is a free-lance writer, and student in the George Washington University Legal Assistant Training Program.

THE GEORGE WASHINGTON UNIVERSITY TIMES - December, 1973

Busy Lawyer Needs Assistant

"Assistant to Lawyer. Smartest Memphis girl sought! A busy lawyer with a varied practice needs an assistant. Secretarial skills not required. Send resume." A growing number of advertisements like the above is only one of many indications of the law profession's growing support for what *The Washington Post* has called "the emerging legion of 'paralegals.' " Legal assistants, mini-lawyers, paralegals — members of this new and fast-growing profession answer to many names, all of them somewhat ambiguous — are specially trained lay staff, not clerical, not attorneys, who are able to handle many of the tasks once reserved for lawyers. A senior partner of the firm that placed the ad quoted in the beginning of the article listed 47 separate responsibilities performed by the assistant the firm hired — all jobs previously requiring the costly time of an attorney.



All parties benefit: clients are able to be served more quickly, at lower cost, and with greater individual attention. Attorneys are able to devote a greater portion of their time to the practice of law, and, not inconsequentially from their standpoint, make more money. Case loads are eased and litigation expedited.

George Washington is pioneering the development of a legal assistant program and the "paralegal movement," as the *Post* termed it, on a national level.

Jan Dietrich, coordinator of the program in GW's Continuing Education for Women, is one of the reasons why. Herself the wife of a lawyer, she has had a healthy appetite for the study of the law as far back as she can remember. Since she was convinced that the answer for her was not law school, she settled on a middle course — becoming a legal assistant — and with her decision were planted the seeds of GW's pioneer program, as well as the beginnings of a successful drive to obtain the official blessings of the American Bar Association for the training, employment, and certification of legal assistants.

GW's is a comprehensive 12-month training program in all aspects of the law, from estates to contracts. There are currently 49 students enrolled in the program (70 others graduated November 19), and they reflect a wide variety of backgrounds, ages, interests, and reasons for wanting to become legal assistants. The youngest is 21; the oldest, 50. Some are housewives, others are secretaries. Almost all hold bachelor's degrees (an undergraduate degree is a prerequisite for admission to the program). Some are in the program partly to determine whether they want to go to law school, and some have taken the legal assistant route because they were unable to secure admission to law schools, where the competition for acceptance has become something akin to the Olympic tryouts.

Mrs. Dietrich emphasizes that the legal assistant program at GW is in all respects a graduate level course of study. Prospective applicants are required to take the Law School Admission Test (LSAT), just as applicants to law schools do. A few students in the program do not have undergraduate degrees; however, the successful candidate who does not hold a BA or BS must demonstrate a clear ability to handle graduate level work. Says Mrs. Dietrich, "We are not running a glorified secretarial school, and the graduates of this program are not secretaries — they are professionals in the true sense of the word."

For the most part, work completed and credit earned in the legal assistant program cannot be applied toward the requirements of the law or JD degree, although most people agree that participation in the legal assistant program could put the first year law student ahead of his classmates.

It is perhaps no coincidence that the burgeoning of the "paralegal movement" follows closely on the heels of the staggering increase in the numbers of law school applicants over the past decade. In 1963 some 30,500 people were candidates for law school admission. By 1970, that figure had more than doubled to 74,092, and it climbed to 107,479 the following year. By 1972, the candidate number was at a record 137,500.

This unprecedented popularity, with its attendant growth in the size of existing law schools and the planning and development of new ones, has not been met with the unreserved enthusiasm of the legal community. In the first instance, no one seems to have a solid grasp on how many lawyers are really needed to fulfill the demand. Already many recent law school graduates are finding it exceedingly difficult to find salaried employment in the practice of law. Still, the applicant figures grow, partly perhaps because the word about the tight market has yet to filter down to high school and college students. Thus oversupply is a big concern among lawyers.

Another question, though, is perhaps equally disturbing to some law school deans and to officials of the American Bar Association: just how many of today's law students are in school because they want to practice law? As Dean Robert F. Boden of Marquette University Law School put it, "Our primary responsibility is to the public — not only to supply lawyers who want to practice, but to provide practitioners with the best possible preparation. . . Would medicine tolerate an educational system that sacrificed the best possible quality to cater to a segment of the student body enrolled out of pure curiosity, or to train for paraprofessional roles?"

That Dean Boden is not alone in his concern is evidenced by recommendations from other quarters for the inclusion of law courses as a part of the undergraduate curriculum, perhaps even the formation of an undergraduate major in law; and for the establishment of a one-year Master of Arts in Law degree.

And to some degree it may be possible for the growing legal assistant program to help fill the void that now exists in educational opportunities for those who want to acquire at least a limited familiarity with the law but do not intend to become practicing attorneys. To be sure, the structure of GW's legal assistant program, as well as that of many others around the country, is at present designed to achieve a more specific and immediate goal — training persons to assist practicing attorneys. But the program's ready acceptance by the legal community may reflect, in addition to a recognition of the need for legal assistants, a broader response to the over-all glutting of the lawyer market, and a growing belief that some alternative to law school needs to be provided.

Says Mrs. Dietrich, "We're ready to meet the need."

THE STUDENT LAWYER
January, 1975

WILL PARALEGALS BRING BETTER SERVICE OR JUST MORE PROFIT?

Although they have been around for only a few years, legal paraprofessionals or "paralegals" are already embroiled in the debate over how and to whom legal services are to be extended.

The nation's first paralegal training program began in 1969 at a junior college in St. Louis, Missouri. Since then, private and university-affiliated programs have sprung up in response to a need for persons with a legal background to assist private law firms, legal aid offices, administrative agencies, and public interest groups.

Duties undertaken by paralegals vary with where they work and what lawyers and the law allow them to do. "Job prospects for paralegals are excellent," claimed Jan Dietrich, director of George Washington University's Legal Assistant Training Program, "but what the paralegal does depends solely on the person and on the attorney. It's a matter of how much an attorney is able and willing to delegate responsibility and of how the assistant will accept responsibility."

Many states, by statute, allow paralegals to represent clients at administrative hearings. Although this practice has been criticized by some lawyers and local bar associations, others view it as a means, along with paralegal assistance to legal aid and prepaid legal insurance groups, of extending legal services to more people.

Ruth Dearden, a graduate of the GW paralegal training program who works in a single-attorney law office in Rockville, Md., does legal research and case management. She gathers police reports for criminal and negligence cases, conducts basic interviews and maintains ongoing contacts with clients.

On the other hand, Connie Capistrant, also a graduate of the GW program, finds her duties at a large Washington law firm confined mainly to meticulous, factual research.

"A lot of things are done by paralegals," said Capistrant, "that wouldn't have been done before. The law firms have more complete document systems and computerized data, which means that the client is getting better, more thorough representation. We are also doing a great deal of the work, such as damage calculations, that used to be done by junior attorneys. This frees them for other work. In addition, the client saves money because we don't cost as much as attorneys."

Whether or not the savings realized by employing a paralegal rather than a junior attorney to do factual research is actually passed on to the client is a matter open to debate. One West Coast paralegal training center sends attorneys a brochure illustrated with elaborate charts attempting to show that a case generating $400 yields only $32 profit if attorneys are employed, while the same case would yield $221 profit if paralegals were employed.

Eileen Gregson of the National Paralegal Institute, which is currently funded by the Office of Economic Opportunity, said, "Paralegals are sold and often seen as a great way for lawyers to make more money for themselves."

Paralegal training programs and paralegals themselves often split along so-called "public" and "private" lines. The "public" sector views the paraprofessionals as a potential boon to financially hard-pressed public interest law firms and as a group which can extend legal services to low and middle income persons through assistance to legal aid offices and prepaid legal insurance groups.

The "private" sector, on the other hand, is more committed to establishing the paralegal field as a distinct profession. With perhaps less ideological commitment behind it, the "private" sector aims strictly at training people in the knowledge and skills needed to handle certain legal tasks with either private law firms or public interest groups.

The George Washington University Legal Assistant Training Program, administered by the Department of Continuing Education for Women, consists of 15 hours of graduate work and is geared mainly toward those who will eventually work in private law firms or government agencies. Courses are taught by attorneys and cover areas such as legal research and analysis, civil litigation, statistical evidence and legal accounting.

Admission to the program requires Law School Admission Test scores, an aptitude test, and an evaluation of the applicant's academic background. Approximately one fourth of each class goes on to law school, while one-tenth of the members have master's degrees and one-tenth have no college degrees.

In contrast to the GW program is the Antioch Legal Technician Program, where emphasis is on training people for work in the public interest sector. The program admits only people who do not have college degrees and who have had experience or shown an ability and commitment to working within low to moderate income communities. The training includes 12 months of academic classes and a four to six month internship with an agency or public interest law firm.

The American Bar Association has established guidelines for paralegal training and has indicated an interest in certifying paralegals and accrediting the training institutes. Although most paralegals admit that the ABA has been open to their ideas and suggestions, those in the public sector express some fears that ABA licensing would close the job market to many qualified paraprofessionals and would limit rather than extend legal services.

"Licensing and accreditation," said Gregson, "would just create another elitist institution, which is certainly what we don't need. We must be careful that instead of bringing out services, we'll exclude more. I see paralegals as a potentially important force to bring more legal services to more people. We want to extend legal services to low income and middle class people; most lawyers haven't got that idea."

By Cindy Ludvigsen
The Advocate
National Law Center
George Washington University

Love Of Research Helps Paralegal Perform

Paralegal Holton

A love of research and concern to have a job she enjoyed played a part in Barbara Holton enrolling in George Washington University's legal assistant program. (Staff Photo by Malcolm Gamble)

The Asheville (N. C.) Times,
Tues., Jan. 7, 1975

By ANN BACH
Times Staff Writer

Even though the crack in the door to law school is widening to allow more and more women to enter, for some a career as an attorney is still not the answer.

For a growing number of women a career as a paralegal has become a more viable path to follow, for several reasons.

The training time and costs are much less than for attending a law school. And the skills required as a legal assistant can be just as demanding.

Barbara Holton is one such person who chose to become a paralegal. As a fairly new addition to the law firm of Adams, Hendon and Carson, she is one of the first certified paralegals in Asheville.

The November 1973 graduate of George Washington University's legal assistant program in Washington, D.C., has been on the job six weeks and finds it much to her liking.

"I hope I can become more and more valuable to the firm," Barbara said.

Because the idea of a paralegal is still novel at Adams, Hendon and Carson, they are having Barbara try her hand at a range of responsibilities to see where she shines.

Barbara is doing some estate work for the firm, according to George Hendon. This entails keeping books, valuation of stocks and setting up bank accounts, he said.

"The idea of a paralegal was new to us in Asheville," Hendon said. "I wasn't familiar with it before last year. I had never worked with one.

"We're not experimenting at our client's expense, but a good deal of lawyers do things you don't need someone with a law school education to do.

"Barbara is under our supervision all the time," Hendon continued, "and because of the time she saves us, we can pass along the time savings to our client."

A 1972 economic survey by the Bar of Tennessee determined that 92 percent of the attorneys who responded were not using paralegals and eight percent were.

Where the paralegal was in use, the report found the median income almost 50 percent higher than where they were not in use.

Junius Adams, Jr. also expressed his enthusiasm on having a trained assistant like Barbara.

"It's certainly new to Asheville," Adams said, "We hope it catches on."

Although Barbara agrees training to be a paralegal and then going out into the work-a-day world would be a good way to know if you were cut out for law school, she said it's not the reason she entered George Washington University's program in January 1972.

Back at North Central University, a small, liberal arts school outside Chicago, she thought she wanted to be an English teacher, that is until she fulfilled her student teaching requirement. She said she found her time being eaten up with lesson plans and other paperwork when she wanted to be teaching and analyzing literature with the students.

From college she knocked on Encyclopedia Britanicca's door in Chicago where she became a researcher and worked for three years.

The next year was spent in Washington doing her research via correspondence followed by a stunt as assistant librarian for the Teamsters Union.

It was then Barbara realized her love for research and decided she wanted to specialize. For no specific reason she said she chose law after hearing about GWU's new program being conducted through the University's College of General Studies Continuing Education for Women.

Barbara says she chose the legal assistant program over law school for two reasons, the time factor (it was a 12-month course) and "My immediate concern was to find a job I enjoyed."

The program is comprised of five segments, Barbara said:

—Research. ("I felt this was the most valuable.")

—Law and legal forms. "It capsuiized the most important aspect of law and gave us a vocabulary so if we couldn't explain it, at least we knew what it was."

—Civil litigation. A course n laws of procedure.

—Administrative law. This class focused on how to work with rules and regulations set up by various government agencies.

—Legal accounting and statistics. Centered on how figures relate to a law suit.

Barbara, who graduated in GWU's second legal assistant class, said out of the 40 students in the class, three were men. In the first graduating class, eight of the 40 were men. The ratio was so low, she said, because most people didn't realize the course was open to men because of the program's sponsor.

Following her graduation, Barbara worked at Hogan & Hartson, with 119 lawyers, one of DC's largest law firms. She worked in the communication department and specialized in cable television until she and her husband, "Mickey" and son Jamie, now four-and-a-half years old, got tired of "the big city."

After living in Washington where three hours a day were gobbled up just commuting to and from her job, Barbara said living in Asheville where it takes 10 minutes "even during rush hour" is "like having a gift of time."